**Ministry of Education and Science of the Russian Federation**

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| CONFIRMEDDeputy Minister of Education and Science of the Russian Federation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_А.B. Povalko\_\_\_\_ \_\_\_\_\_\_\_\_\_\_2013 | APPROVEDRector of the National Research University Higher School of Economics­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Y.I. Kuzminov\_\_ \_\_\_\_\_\_\_\_\_\_ 2013 |

**ROADMAP**

**for**

**Implementing the Global Competitiveness Programme of the**

**Federal State Autonomous Educational Institution**

**National Research University
Higher School of Economics**

**in 2013-2020**

**Moscow, 2013**

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Addenda on 4 pages

Rector

HSE Y.I. Kuzminov

 14 October 2013

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## University Target Indicators and Means of Attaining Them

### The University's Goal and Its Target Indicators

The *strategic goal of the Development Programme* is transforming HSE into a top center conducting research, education, analysis, consulting, and projects in the field of social sciences and economics[[1]](#footnote-1) such that may drive modernization of the Russian higher education system and make a significant practical contribution to Russia’s innovative development and global competitiveness. By 2020, HSE will achieve globally recognized standard in its research, education and project work and join the ranks of the world's top research universities in three fields: social and economic sciences (economics, law, management, sociology and political science), humanities and public communication, and mathematics and computer science.

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

* A focal point for Russia’s integration into international networks of knowledge and technologies in social sciences, economics and humanities;
* An educational center attracting the most talented Russian and international students and offering bachelor’s, master’s and PhD programmes in a wide range of disciplines;
* An international leader in research and development in the field of transition economies and societies.

**Table 1. List of Target Indicators and Their Expected Values**

| **№** | **Indicator** | **Units** | **Expected Indicator Trends** |
| --- | --- | --- | --- |
| **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| **Main Indicators** |  |  |
| 1. | Rank (to the nearest 50 places) in top global ratings (on the general list and the main subject lists) |  |  |  |  |  |  |  |  |  |
| 1.1. | QS – World University Rankings | place | 501-550 | 451-500 | 401-450 | 301-350 | 201-250 | 151-200 | 101-150 | 51-100 |
| 1.1.1. | QS – World University Rankings by major areas: Social Sciences and Management | place | 351-400 | 301-350 | 251-300 | 201-250 | 151-200 | 101-150 | 51-100 | 51-100 |
| 1.1.2. | QS – World University Rankings by subject: Mathematics | place | - | - | - | - | 151-200 | 151-200 | 101-150 | 101-150 |
| 1.2. | Times Higher Education – World University Rankings | place | - | - | 351-400 | 301-350 | 251-300 | 201-250 | 201-250 | 151-200 |
| 1.2.1. | Times Higher Education, by subject: Social Sciences[[2]](#footnote-2) | place | - | - | - | - | - | - | - | 1-50 |
| 1.2.2. | Times Higher Education – Top 100 under 50 Universities[[3]](#footnote-3) | place | - | - | - | - | - | 51-100 | 51-100 | 51-100 |
| 1.3.  | Social Sciences Research Network, rating by total number of cited publications  | place | 101-150 | 101-150 | 51-100 | 51-100 | 51-100 | 1-50 | 1-50 | 1-50 |
| 1.4. | Research Papers in Economics (RePEc), European countries[[4]](#footnote-4) | place | 201-250 | 151-200 | 151-200 | 101-150 | 101-150 | 51-100 | 1-50 | 1-50 |
| 2. | Number of articles in Web of Science and Scopus (unduplicated) per faculty member |  | 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 (unduplicated)  |  | 0.45 | 1.0 | 1.5 | 2.5 | 3.5 | 5.0 | 6.5 | 8.0 |
| 4 | Foreign professors, lecturers, and researchers in the total faculty and staff, including Russian citizens with PhDs from foreign universities | % | 5 | 5.5 | 6 | 7 | 8 | 9.5 | 10.5 | 12 |
| 5 | Foreign students in the university's core educational programmes (including students from CIS countries) | % | 3 | 4 | 5 | 6 | 8 | 10 | 11 | 12 |
| 6 | Average USE score of the full-time students admitted to the bachelor's and specialist programmes whos tuition is covered by the government  | score | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 80 |
| 7 | Share of revenues from non-government[[5]](#footnote-5) sources in the university's revenue structure | % | 38 | 37 | 36 | 35 | 35 | 35 | 35 | 35 |
| **Supplementary Indicators** |  |  |
| 8 | Revenue of R&D per faculty member | thousand rubles | 950 | 1150 | 1250 | 1300 | 1400 | 1500 | 1600 | 1700 |
| 9 | Full-time master's and PhD students among all full-time students  | % | 25 | 25 | 25 | 26 | 26 | 27 | 27 | 28 |
| 10 | Credits received by students through participation in research, project and innovative activities out of the total number of credits in core educational programmes | % | 8 | 9 | 10 | 12 | 14 | 16 | 18 | 20 |
| 11 | Courses (with more than two credits) taught in English out of the total number of courses (with more than two credits) | % | 5 | 8 | 10 | 12 | 13 | 15 | 18 | 20 |
| 12 | University expenditures allocated for implementing strategic initiatives (out of total expenditures) | % | 17 | 20 | 22 | 25 | 25 | 25 | 25 | 25 |

### Target Model of the University

**Research Market**

Research conducted in HSE is multidisciplinary in nature; the outcomes of both fundamental and applied studies have always contributed to development of social and economic policy at federal and regional level and provided valuable inputs to the operation of the country’s major corporations. HSE has demonstrated a capacity for generating new ideas and designing their practical solutions; it also serves as a forum for broad discussion and assessment by experts of new policy proposals. HSE has become an acknowledged national leader in social sciences, economics, humanities, computer science, and mathematics; and it has become integrated into many global research networks. HSE's research potential is constantly growing: the university has a high growth rate of publications in peer-reviewed international academic journals (in comparison with other Russian universities); it has established 16 international laboratories headed by top international scholars. HSE generates modernization projects for Russia’s social and economic development: since 1999, in partnership with key federal ministries, it has engaged in policy development in many areas of government and public life. Since 2008, HSE has been formally assigned the role of providing expert support and analyses to the Russian Government.

HSE's key research priorities include producing high-quality fundamental and applied research and improving effective interconnection between theoretical and practical studies; a further priority is to engage in policymaking by providing expertise and advice to government, non-governmental and private organizations and market agents.

A further priority in **fundamental research** is to enhance its international component and invest into new research frontiers while at the same time developing high-potential centres for advanced studies in research mainstream. New research frontiers are selected based on HSE's own foresight studies and the advice of its international expert council. Priority support will go to comparative studies and projects conducted by international teams. Today, HSE’s most promising research fields are as follows:

1. In social sciences and economics:
* Socio-economic and historical analysis; institutional design of organisations, markets and economic sectors; development of new interdisciplinary approaches to the analysis of institutions
* Macroeconomic analysis and forecasting
* Economics of finance
* Economics of science and innovations; research, technology and innovation policies and foresight
* Spatial economics and development of geographical clusters
* Economics of public health
* Theory of decision-making and practical applications; modeling and design of decision-making in social, economic, and political domains
* Social, economic and cultural aspects of human capital development and demographic and migration processes
* Economics and sociology of education
1. In management:
* Public administration
1. In the humanities:
* Role of cultural and social structures in socio-economic development
* Humanitarian foundations of social and economic systems
1. In psychology:
* Neurolinguistics and cognitive psychology
1. In mathematics and computer science:
* Algebraic geometry and related fields
* Algorithms and methods for the analysis of large datasets, networks and graphs

The implementation of fundamental research strategy, with its strong focus on the most promising projects, will allow to increase faculty publications in international peer-reviewed journals, assure greater quality and relevance of published research materials, and help to achieve higher citation indices; this will enhance HSE’s international academic reputation, facilitate its integration into global academic space and improve its global ranks.

On the market of **applied research & development**, HSE will focus on three main groups of clients: federal and regional government agencies, major public and private companies, and international and foreign organisations.

The criteria for selecting an applied research project include the project’s expected contribution to the strategic goals of Russian socio-economic development and to HSE's academic reputation and its potential for commercializing the HSE’s fundamental research, as well as the capacity to generate new topics and ideas for research and/or educational programmes.

The marketing strategy for *applied research and targeted research in the interest of the government* includes diversification of services offered to “traditional clients” at the federal level as well as active engagement in regional and CIS markets.

The marketing strategy of *applied research for business* will consist in establishing sustainable business relations with leading Russian and international companies with the help of joint research and development projects. Such cooperation will allow HSE to promote its brand-name analytic materials of general or industry-specific nature (e.g., indexes of business development and business climate, surveys of technological trends, consulting projects and studies, projects for developing management systems and strategies for major companies, etc.).

HSE’s principal partners in this area will be

* Innovative companies looking for analytic materials on science, technology and innovative development (including foresight research)
* Institutions in charge of technological platforms and territorial innovation clusters
* Major Russian and foreign companies as well as leading universities and academic institutions that are interested in creating joint research and analytical centres

HSE intends to expand its niche on the market of *applied research for international organisations* (OECD, World Bank, European Commission, Eurostat, UNIDO, etc.) and other foreign clients. To achieve this, HSE needs to position itself as a leading analytic and research institution in the domain of the socio-economic, scientific and technological development of Russia and to increase the participation of HSE departments in international projects.

The implementation of this applied research strategy will allow to increase HSE's presence on applied research and development markets, consolidate its position on international markets, form strategic alliances with the most powerful and interested clients and partners, increase the number of its client organisations, and ensure sustainable growth of revenues from research and development.

In the field of **expert assessment and consulting services**,HSE seeks to increase the standards of its consulting services to match those of the best international think tanks and development agencies in product quality and geographical coverage.

HSE project and expert services will concentrate on the following key directions:

1. Enhancing the university’s position as Russia’s leading centre for social and economic policy evaluation in the interest of government and the civil society by expanding the subject range and upgrading methods for data analysis.
2. Participating evaluations of global agenda issues in partnership with top international analytic centres and international organisations
3. Disseminating HSE’s expertise among post-Soviet countries and participating in the preparation of expert solutions for CIS countries
4. Participating in the development of a global network of expert organisations specializing on transition economies
5. Collaborating with international projects to create global Internet resources in the field of social sciences, economics and humanities
6. Increasing the number of projects employing modern methods of analysis (including randomized experiments)
7. Closely working with globally oriented Russian and foreign companies with a view to improve the quality of HSE so as to meet future demand and corporate development plans
8. Developing partnerships with innovative companies that can commercialise HSE research outcomes as well as cultivating such companies in the HSE business incubator

This strategy shall allow fulfilling HSE's mission as an international analytical, consulting and project centre in social sciences and economics.

*Further Characteristics of the Target Model*

**Managing International Reputation**

One of the key elements of HSE's international competitiveness is international recognition in academic and professional communities. A university's reputation develops over a long period of time; young universities such as HSE must therefore make a special effort to increase their global visibility. HSE has a very high reputation in Russia; however, national reputation does not have significant impact on international recognition. HSE's target model therefore includes the following mechanisms for achieving:

* Broad presence on international expert panels and intensive cooperation with global media holdings as a key supplier of expertise on Russia and transition economies
* Active participation in public communication and publication activities of the world's leading research and education organizations
* Inviting “academic stars” to HSE and establishing centres for advanced studies that would offer fellowships to leading international researchers
* Presenting peer-reviewed reports by leading HSE specialists at prominent international conferences and congresses on subjects of high interest to the international research and educational community
* Involving HSE specialists in research in areas of interest for the international media and professional communities

The implementation of the strategy of creating and promoting an HSE international brand should enhance the university's international standing and visibility and augment its research potential.

The main quantitative characteristics of the target model of HSE research and expertise activities are based on Target Indicators 1, 2, 3, 4, 7, 8, 9, and 10 (cf. Table 1) and the following key performance indicators (KPIs):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Performance Indicators (KPIs)** | **Units** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Percent of revenues stemming from international and foreign clients in total research & development revenues | % | 3.5 | 3.65 | 3.75 | 3.9 | 4 | 4.05 | 4.1 | 4.15 |
| Number of international labs |  | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 |
| Number of centres for advanced studies |  | 0 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Number of HSE academic journals indexed by Web of Science and Scopus |  | 1 | 2 | 4 | 9 | 14 | 19 | 24 | 30 |
| Number of HSE faculty members on editorial councils of international academic journals |  | 90 | 92 | 95 | 98 | 100 | 103 | 107 | 110 |
| Number of grants received from Russian and international organisations for individual and collective research |  | 80 | 90 | 100 | 105 | 110 | 115 | 120 | 125 |

**Market of Educational Products**

In the domain of education, HSE has demonstrated its ability to implement the best international educational models and advice provided by international experts. HSE has been long conducting new joint bachelor's and master's programmes with top international universities (London School of Economics and Political Science, Erasmus University, Humboldt University, University of Warwick, University of Paris I, University of Paris X, etc.). The university has also developed educational standards for bachelor's and master's programmes that are more challenging than the existing standards. HSE is a national leader in the development of innovative bachelor's and master's programmes in economics, sociology, mathematics, and business informatics. It is one of the first universities in Russia to introduce structured PhD programmes (along with the "graduate school" model) with a strong educational component.

The university seeks to create globally oriented educational products that would attract the most talented students from Russia, CIS countries, and other foreign countries. Key priorities in educational development include

* Organising expert evaluations of HSE educational products and inviting representatives of globally oriented companies to assess applied skills acquired by students
* Individualizing educational trajectories
* Enabling students to make choices regarding professional competencies and professional skills to be aquired as a result of their study
* Placing project and research activities at the foundation of the educational process (in particular, by expanding the network of research and project labs and groups)
* Creating a bilingual educational environment (English as a second working language)
* Establishing a considerable number of joint educational programmes with leading international institutions of higher education
* Introducing the structured PhD model
* Promoting HSE’s online educational products in Russian and English
* Expanding the range of continuing education programmes inculcating applied skills

The HSE marketing strategy on the market of educational services calls for promoting four types of educational products: bachelor's, master's, PhD, and continuing professional education. HSE focuses on the "elite" group in each of these areas, i.e., the most talented and motivated students. HSE attracts the best prospective students at the national level, in terms of federal test results and performance in national high school student contests. This is achieved by a comprehensive system of HSE outreach to all regions of Russia and selection of the most talented prospective students. Our key priority is attracting talented and motivated international students.

From the geographical 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 and international universities so as to enroll at least half of graduate students from Russian universities other than HSE and at least ten percent from foreign countries. The best master’s and PhD students will be given scholarships and grants to cover tuition and living expenses. International students will also be offered the opportunity of attending a preparatory course lasting one year or semester before beginning their master's or PhD studies so as to adapt to the new environment. Another way of attracting students to applied master’s programmes is to make a transition credit/module system for continuing education and the possibility of transferring those credits to a master's programme if a student decides to pursue a master's degree. The number of international students and HSE’s international reputation will be further increased as a result of establishing new joint and dual degree programmes with leading foreign universities, and expanding existing programmes of this kind.

*Continuing education* will focus on the higher end of the target market and especially of increasing customers among the corporate sector. The steadily increasing offer of online full and part-time continuing education programmes will make possible geographic expansion of the market (Target Indicator 7).

The implementation of this strategy will increase demand for HSE’s educational products on the international market, improve student quality, and internationalize university culture (as a result of attracting students from different countries and regions).

*Employers’ market*

The marketing strategy on the employers’ market focuses on globally oriented Russian and international employers. This will allow HSE not only to adapt the content of its educational programmes to the current competency requirements and corporate development plans, but also to influence leading employers’ choice of development strategies and targets.

Each programme will tap on the expertise of Employers’ Advisory, which will ensure that curricula remain relevant and that graduates’ competencies meet the demand on global employment markets. The implementation of this strategy will promote HSE’s educational products on the international market and ensure that they respond to existing demand.

The main quantitative characteristics of the target model of HSE educational activities use Target Indicators 1, 5, 6, 9, 10, and 11 (cf. Table 1) and the following key performance indicators:

| **Key performance indicators (KPI)** | **Units** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percent of full-time students (in bachelor's and master's programmes) that have received programme credits outside HSE | % | 0 | 2 | 5 | 6 | 7 | 8 | 9 | 10 |
| Number of educational programmes taught in English |  | 7 | 10 | 11 | 12 | 13 | 14 | 14 | 16 |
| Percent of PhD students that have been on internships at foreign universities and research centers during the current year | % | 2 | 2 | 3 | 6 | 9 | 12 | 16 | 20 |
| Percent of educational programmes evaluated and/or accredited by international experts during the year | % | 10 | 10 | 10 | 10 | 10 | 10 | 20 | 20 |
| Percent of educational programmes managed using the new model (from the management of academic subdivisions to the management of educational programmes) | % | 15 | 35 | 50 | 100 | 100 | 100 | 100 | 100 |
| Number of people studying in continuing education programmes (weighed contingent)  |  | 5,100 | 5,400  | 5,700 | 6,200  | 6,700  | 7,300  | 8,000  | 8,700 |
| Percent of continuing educational programmes (MBA) evaluated and/or accredited by international experts  | % | - | - | - | - | 5 | 30 | 45 | 60 |
| Number of HSE partners working with college applicants in Russia and abroad |  | 30 | 35 | 40 | 45 | 46 | 47 | 49 | 50 |
| Number of international students admitted on the basis of HSE Olympics and competitions held for Russians living abroad and international high-school students |  | 50 | 70 | 100 | 110 | 120 | 120 | 120 | 120 |
| Number of people studying at HSE Internet school (number of registered users) |  | 12,000 | 15,000 | 16,000 | 18,000 | 19,000 | 20,000 | 20,000 | 20,000 |
| Number of international students and auditors studying Russian as a foreign language (in particular, through the HSE online resource) |  | 30 | 200 | 500 | 800 | 900 | 1,000 | 1,100 | 1,200 |

**Faculty and Staff**

Human resources policy is key to university development, and its implementation will have a direct impact on the attainment of all target indicators.

HSE is the only leading Russian university which was established during the post-Soviet period and therefore it has no “deadwood” personnel. HSE is currently one of the most attractive employers on the academic market in Russia. The university employs a system of incentives for assuring high-quality teaching and research. It also makes use of effective contracts with faculty (remuneration based on performance) and competitive personnel policies, including international recruiting. Although the existing methods have enabled effective faculty and staff recruiting on the national market, HSE must increase the number of contracts with internationally acclaimed scholars in order to improve international competitiveness. Today, a considerable number of faculty members (up to 60% in some areas) either do not engage in research at all or do not belong to global research networks.

The target model envisages that at least 60% of HSE faculty shall be scholars that belong to global academic networks; about 20% of them being top practitioners from Russian professional market; and about 20% teachers (mostly foreign language teachers) that do not engage in research. Most full-time HSE faculty and staff shall be able to teach and conduct research in a foreign language.

By 2020, at least 25% of faculty members will be hired through international recruiting procedures; their publishing activity indices and contracts will be the same as in top international universities. By 2020, at least 80% of HSE’s administrative staff will be fluent in English.

The main quantitative characteristics of the target model of HSE personnel policy are Target Indicators 1 and 4 (cf. Table 1) and the following key performance indicators:

| **Key performance indicators (KPIs)** | **Units** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percent of faculty members with international-level contracts | % | 2 | 5 | 8 | 11 | 14 | 18 | 22 | 26 |
| Number of faculty members hired through international recruiting with the subsequent possibility of getting a permanent position (during the year) |  | 12 | 35 | 50 | 65 | 80 | 100 | 125 | 150 |
| Minimum ratio of average faculty salary to regional average | % | 147 | 150 | 155 | 160 | 170  | 185 | 205  | 220 |
| Percent of faculty members with unified contracts that combine teaching, research and social/administrative work | % | - | 40 | 80 | 100 | 100 | 100 | 100 | 100 |
| Number of postdocs hired during the year |  | 8 | 25 | 50 | 70 | 90 | 120 | 140 | 160 |
| Relation of the number of teaching assistants and research interns to the number of faculty members |  | 0.2 | 0.25 | 0.33 | 0.5 | 0.66 | 0.83 | 0.91 | 1 |

**Information Infrastructure**

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

* A university web-portal (one of the most visited Internet sites of all Russian universities with 50,000 visitors daily)
* Subscriptions to electronic library resources (one of the largest among European universities – 50 platforms)
* Electronic academic journals and electronic versions of leading academic journals and working papers in English in open access accessible to all visitors to the HSE web-portal
* Federal educational portal "Economics. Sociology. Management"
* Licensed databases of empirical research and a unified economic and social data archive
* Learning management system (LMS)

The target model calls for the development of all elements of the information and communication infrastructure and creation of collective open access centres. In addition, HSE will

* Develop an information system for supporting core business processes (with an incorporated system of effectiveness evaluation)
* Expand the database for monitoring studies, focusing on courses that may be compared to similar courses internationally
* Integrate HSE courses into open online courses (MOOCs)
* Internationalize HSE’s corporate portal and open-access resources.

Further development of information infrastructure is a crucial factor in all the university’s activities and services; thus, it will have an important role in the work to achiev the programme’sl targets.

**Material and Technical Resources (Infrastructure)**

Major obstacles to HSE’s global competitiveness include an absence of a real campus, significant distances between classrooms and dormitories, a deficiency of sports, social and cultural facilities, and a shortage of classrooms and labs.

HSE plans include building new facilities, obtaining new facilities from the government, adapting existing buildings for university use, and exchanging buildings with other institutions or organisations, so as to create a “distributed” campus measuring 350,000 square meters (3.8 million square feet) in Moscow by 2020. This will allow to

* Cut travel time between HSE classroom buildings to 30 minutes and between classrooms and dormitories to 45 minutes, making the university more attractive to foreign students and faculty members
* Enhance opportunities for students to individualise educational trajectories and take classes at different departments and schools; make it easier for them to participate in different workshops and seminars; and create space for students to work individually and in teams
* Provide offices for a majority of faculty and staff members
* Create state-of-the-art laboratories for computer science, engineering, psychology, design and communications.

The creation of a modern campus that will provide comfortable living, study and working conditions for faculty and students, which is a key factor for enhancing the university's competitiveness on national and global markets.

**Economic and Financial Model**

HSE’s current economic model is based on a combination of three government (federal) and four non-governmental sources.

Government funding includes the following:

* government funds for tuition at the same level as 10-15 top Russian universities. This is essential for implementing high educational standards that are patterned after the best global practices and for maintaining the highest share of master's programmes among Russian universities
* funds for fundamental and applied research commissioned by the Government of the Russian Federation
* funds for target university development programmes (since 2006)

Non-budgetary sources include revenues from the following:

* Tuition
* Applied research commissioned by businesses
* Continuing professional education and MBA programmes
* Pre-college courses for potential applicants.

Overall, non-governmental revenues account for 38% of the total income of HSE, which ranks third in Russia after Moscow State University and Bauman Moscow State Technical University. The HSE endowment was only recently created and so far plays no role in University’s budget.

The government has been contributing as much as five billion rubles a year to maintain and improve HSE's facilities; such funding is made necessary by the University’s on-going evolution and growth.

HSE’s economic model reflects its mission as a research university and is based on the principle of investment of resources in fundamental research, personnel, quality of teaching, social initiatives and research products. At the same time, investment in change accounts for as much as 20% of HSE’s budget. The investment mechanism includes pooling all resources, careful management of the development budget and HSE target programmes (funds), and developing an effective system of incentives for faculty research and teaching.

The rapid growth of government funds allocated to top universities will outpace the growth of these universities' market revenues. This will lead to a certain decrease in the share of market revenues in the HSE budget (5%), even though the university is striving to expand its share on all markets.

By the year 2020, HSE plans to significantly increase fundraising programmes (including its endowment, which will grow to 2 billion rubles). In addition, income from pre-college courses for perspective applicants will decline as a result of the demographic situation, and the importance of upholding high standards. Income from research and continuing education will grow faster than income from student tuition.

After 2020, when the construction of the new campuses is completed, HSE expects to increase its income from non-core services, intellectual property, including online courses, electronic journals and franchising programmes, as well as from participation in innovative enterprises. Until 2020, the revenue from these sources will not make a significant contribution to the HSE budget.

The financial model of the university used in the period before 2020 will have the following key quantitative characteristics:[[6]](#footnote-6)

* Revenues will triple from 12 billion rubles today to 35 billion rubles in 2020
* The share of government funding will amount to at least 35% of the total
* Total student enrollment will reach 28,000 people
* The average faculty salary will amount to at least 220% of the regional average, while the average salaries of at least 25% of HSE scholars will be competitive at the international level (up to 400,000 rubles per month in current prices)
* The number of faculty will grow gradually, and the number of employees with high research productivity and international specialists will continue to grow

Implementation of this model should guarantee financial stability of the university and make it possible to invest a significant percentage of funds in development (Targets Indicators 7 and 12).

*Additional features of the target model*

**University Management**

The University's competitive advantages include: high relevance of research and educational tasks that have been formulated over the past 10-15 years and that are oriented at active markets, allocation of considerable funds for development projects (as much as 20% of the total budget), and flexible financial policies made possible by a high share of non-governmental revenues. The university management system is supervised by councils that include foreign experts. These councils review the HSE’s most important activities. For example, the HSE International Advisory Committee is headed by Dr. Eric Maskin, a Nobel laureate in Economics.

The University is equipped with feedback mechanisms (including regular sociological and statistical studies of the internal and external environment of HSE) that help to solve problems effectively.

Key elements of the target model of university management are as follows:

* Decentralized management system, delegation of authority for day-to-day control and allocation of necessary resources to academic departments
* Academic self-government system
* Performance-based management and focus on strategic tasks
* Concentration of resources in key areas of university development
* A system of regular external reviews of the effectiveness of HSE academic departments and progress toward strategic targets (creation of expert committees including foreign experts)
* Professional management of research departments and educational programmes
* A system of regular upgrading of business processes
* Service-oriented models for managing information resources.

As the academic quality of HSE educational and research departments differ substantially today, the realization of the global competitiveness programme will take this diversity into account. All academic departments of the university shall be divided into three categories:

1) “Academic core”: departments with the highest academic potential and productivity that generate internationally recognised outcomes. The departments in this category create their own development programmes coordinated with the Roadmap, receive resources, and enjoy a high level of independence in the implementation of their programmes on subject to achieving planned outcomes (such departments have higher standards, and their activities are not monitored very strictly).

2) “Area of concentrated development”: departments that are highly competitive on the national market but requiring additional administrative guidance to succeed at the international level. Development programmes and performance indicators for such departments are developed with the significant inputs made by the university management; the departments’ programmes receive target resources; and the outcomes are regularly monitored by the university.

3) “Area of innovative development”: departments and individual teams that have not demonstrated high academic achievement. Such departments may obtain more resources for their development by participating in a various competitions held in HSE.

Based on their performance, HSE academic departments can move from one category to another, while inefficient departments will be reorganised or restructured.

The implementation of this strategy will facilitate development of HSE’s key activities, reduce bureaucratic barriers, increase autonomy of academic departments, and involve faculty, students, alumni and employers in university management.

The main quantitative characteristics of the target model of university management include Target Indicators 1, 7, and 12 (see Table 1) and the following key performance indicators (KPIs):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key performance indicators (KPIs)** | **Units** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Number of departments (with over 200 faculty members) that implement their own development programmes |  | 1 | 3 | 7 | 8 | 9 | 10 | 10 | 10 |
| Percent of university collegial bodies with participants from student councils and organisations | % | 1  | 10 | 15 | 25 | 30 | 30 | 40 | 50 |
| Percent of positive user evaluations of the quality of administrative services | % | -  | 30 | 50 | 60 | 60 | 70 | 70 | 80 |
| Percent of faculty members with personal workplaces in HSE campus | % | 5 | 8 | 18 | 40 | 50 | 60 | 70 | 80 |

**HSE's Social Mission**

The University sees its social mission in dissemination of the best educational practices and tools of management in primary, secondary and higher education systems, in the creation of public platforms for discussing socio-economic problems, in diffusion of analytic materials on social issues, and in active participation in the social, cultural, economic, and educational life of Moscow.

The University's social mission is determined by the following characteristics:

1) HSE is a methodological and consulting centre for the development and introduction of new educational standards, teaching technologies, and management solutions in the domain of education

2) HSE is a major educational and discussion platform and a point of interaction between experts and the creative community. The University develops information resources on social and economic issues; these resources are open to public access. HSE organizes forums for public discussions on social and political subjects

3) HSE is a centre of open education, working both for the local community and for people from other regions: HSE provides open access to its electronic educational resources and supports the work of educational portals

4) HSE organises educational, cultural, and social projects for Muscovites. Students and faculty are engaged in volunteer and charity activities.

The implementation of the social mission serves to attract a broad range of partners, thus raising HSE’s public image and promoting its brand, which contributes to the achievement of Target Indicators 4, 5, 6, 7, and 8. The following key performance indicators should also be taken into account:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key performance indicators** | **Unit**  | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Number of open on-line courses (MOOCs) maintained by the HSE at corresponding international platforms |  | 3 | 10 | 15 | 20 | 25 | 30 | 35 | 50 |
| Percent of students participating in projects for external audiences in the total student body | %  | 10 | 12 | 15 | 20 | 25 | 25 | 30 | 30 |
| Number of people participating in HSE educational, cultural and social projects  |  | 3,000 | 7,000 | 10,000 | 14,000 | 18,000 | 20,000 | 22,000 | 25,000 |

### Major Challenges: Analysis

Most of the challenges are due to the young age of the university, its insufficient visibility in the international community, and the inadequacy of HSE’s infrastructure compared to the university's ambitions and potential, as well as to certain features of general institutional environment.

At the same time, the university does not experience problems such as those faced by its competitors at national level, i. e. low salaries for faculty and staff, poor English language proficiency of students and faculty, and considerable number of outdated programmes incapable of providing high-quality education.

The main discrepancies between current and proposed (2020) target indicators and KPIs of target models are listed below, and the causes of those discrepancies are further explained.

**Research activities**

|  |  |  |
| --- | --- | --- |
| **Target indicator/ KPI**  | **2012** | **2020** |
| Number of articles in Web of Science and Scopus (unduplicated) per faculty member over the last three years | 0.28 | 1.8 |
| Average citation index per faculty member calculated on the basis of all articles appearing in Web of Science and Scopus over the last five years (unduplicated) | 0.37 | 8 |
| Revenue of R&D per faculty member (thousands of rubles) | 1,050 | 1,700 |
| Number of international labs | 15 | 30 |
| Number of centres for advanced studies | 0 | 8 |
| Number of HSE academic journals indexed by Web of Science and Scopus | 0 | 30 |

The HSE development programme aims to overcome the key discrepancy between “import” and “export” models of research. During the first two decades of the university's existence, its unique competitive advantage at the national level was its function as an informational and analytical “window to the world” that provided in-depth knowledge about international research achievements and development trends. Its own research and development work, while taking that information into account, has been oriented primarily on the domestic market and catered to the needs of federal authorities and the Russian academic and business community.

The implementation of this “import” model at the initial stage of HSE's development has allowed it to establish close ties with top foreign scholars and create a team of experts at HSE that possess international competencies. Nevertheless, HSE scolars engage in research work, which, because they mainly apply international research findings to Russian problems, remains of little interest outside Russia. This is reflected in the low number of publications in international peer-reviewed journals and low international citation indices.

The recipe for overcoming this discrepancy is, “from import of academic knowledge to development of HSE’s own research staff with global competencies capable of exporting research outcomes.” This strategy is cricual for overcoming Russia's almost total isolation from global economy and global economic science in a comparatively short period of time. The projects flowing from Strategic Initiative 1, “Achieving international competitiveness of research & development and expert analysis in different areas of social science, economics, humanities, computer science and mathematics” aim to bridge this gap (see Sections 1.4 and 2.1).

*Main reasons for gaps between indicator values:*

* Insufficient involvement of faculty and staff members in the global research agenda and their predominant orientation on Russian rather than international audience
* Small number of internationally recognised scholars with high research productivity
* Small number of research teams integrated into global research networks and engaged in joint research projects with foreign scholars
* Insufficient faculty research skills: a significant number of faculty members focus on teaching and are not involved in research
* Large percentage of researchers that engage in expert evaluation and analytic and consulting activities focus exclusively on the Russian market and do not participate in international projects
* Lack of incentives for encouraging high-quality scholarly publications for international journals with a high impact factor
* Continued communication barriers: many faculty members are unable to write research articles in English so that they may be accepted for publication in peer-reviewed international journals
* Few long-term agreements (strategic alliances) with major clients for research and development
* Poor visibility of the university on the international markets of R&D and expert evaluation and analytical services
* Insufficient competencies of many faculty members making them unable to engage in research and academic activities that conform to international standards
* Poorly developed fundraising system and small proportion of research grants from Russian and foreign foundations and organisations

**Globally Oriented Educational Products**

| **Target indicator/KPI**  | **2012** | **2020** |
| --- | --- | --- |
| Percent of credits acquired by students for participation in research, projects and innovative activities out of the total number of credits in core educational programmes | 7 | 20 |
| Percent of courses (with more than two credits) taught in English out of the total number of courses (with more than two credits)  | 5 | 20 |
| Percent of educational programmes accredited and/or evaluated by international experts during the year | 2 | 20 |
| Number of educational programmes taught in English | 7 | 16 |
| Percent of full-time students (in bachelor's and master's programmes) that have received programme credits outside HSE | 0 | 10 |
| Percent of PhD students that have been on internships at foreign universities and research centres during the current year | 2 | 20 |
| Percent of educational programmes managed using the new model (from the management of academic subdivisions to the management of educational programmes) | 0 | 100 |
| Number of people studying in continuing education programmes (weighed contingent) | 3,200 | 8,700 |
| Percent of continuing educational programmes (MBA) evaluated and/or accredited by international experts | 0 | 60 |

The crucial difficulty stems from the discrepancy between HSE’s educational programmes and the demands of the international educational market in its “elite” segment and the resulting low demand for HSE’s educational programmes among talented foreign students.

The main strategy for overcoming this challenge is upgrading educational standards and teaching methodologies as described in Strategic Initiative 2, “Creating and promoting globally oriented educational products” (see Sections 1.4 and 2.1).

*Main reasons for the indicator discrepancies:*

* Slow transition to new educational standards that assign key role to students’ project and research activities
* Insufficient flexibility of educational programmes, complicating student mobility and individual trajectories
* Lack of regular international expert evaluation of university educational products
* Insufficient number of educational programmes and training courses taught in English
* Insufficient percentage of teachers with good command of English
* Insufficient number of joint educational programmes with leading foreign universities

**Attracting International Students**

| **Target indicator/KPI**  | **2012** | **2020** |
| --- | --- | --- |
| Percent of international students in HSE core educational programmes (including students from CIS countries) | 2.5 | 12 |
| Number of HSE partners working with college applicants in Russia and abroad | 20 | 50 |
| Number of international students admitted through HSE Olympicss and contests held for Russians living abroad and international high-school students | 0 | 120 |
| Number of people studying in the HSE Internet school (number of registered users) | 11,000 | 20,000 |
| Number of open on-line courses (MOOCs) maintained by the HSE at corresponding international platforms | 0 | 50 |
| Number of international students and auditors studying Russian as a foreign language (in particular, through the HSE online resource) | 0 | 1,200 |

The key challenges are (1) attracting the most talented and motivated students from CIS countries and (2) creating a system for promoting HSE educational products in foreign countries (similar to other Russian universities, HSE’s main tool for attracting students from foreign countries is centralised enrollment organised by the Ministry of Education and Science of the Russian Federation on the basis of intergovernmental agreements).

These challenges will be addressed by developing marketing strategies to attract strong applicants at different academic levels (bachelor's, master's and PhD) and from different countries (priority is given to CIS countries and Europe) and Russian regions. A set of measures for implementing this strategy is presented in Strategic Initiative 3 “Expanding onto new geographic markets at all levels of education and increasing selectivity in master's and PhD programmes” (see Sections 1.4 and 2.1).

*Main reasons for the discrepancies:*

* Insufficient visibility and status of the HSE brand in CIS countries (applicants from CIS countries are less well prepared to higher education compared to Russian applicants and thus are frequently barred from enrollment; stronger applicants from CIS countries choose to apply to older and better known universities)
* Underdeveloped system of instruments (academic competitions, research contests, career guidance activities, interaction with international educational centres, advertising campaigns, online resources, distance preparatory programmes, etc.) for working with the “elite” segment of applicants from CIS countries (applying to bachelors' and master's programmes)
* Lack of special instruments for attracting PhD students from CIS and other foreign countries
* Small range of educational products offered to international applicants and students (including a relatively small number of English-language programmes and courses)
* Lack of distance learning courses and online courses (MOOCs)
* No system for promoting the HSE brand and educational products in foreign countries
* Limited funds for scholarships for talented students
* Unattractive infrastructure
* High cost of living in Moscow and poor incomes of prospective students from CIS countries

**Attracting International Instructors and Researchers**

|  |  |  |
| --- | --- | --- |
| **Target indicator/KPI**  | **2012** | **2020** |
| Percent of international professors, lecturers and researchers, including Russian citizens holding PhD degrees from international universities, in the total faculty pool | 4.4 | 12 |
| Number of faculty members hired through international recruiting with the subsequent possibility of getting a permanent position | 18 | 150 |
| Number of postdocs hired during the year | 3 | 160 |
| Percent of faculty members with international-level contracts | 2 | 26 |
| Minimum ratio of average faculty salary to regional average | 142 | 220 |

The key challenge consists in increasing internationalization of the academic environment and improving international academic culture and institutional interaction between HSE departments and international universities, research centres and international professional networks.

The strategy for addressing this challenge will include development of human resources, setting up the necessary conditions for the creation of an international academic environment (including new administrative staff); measures to recruit faculty and researchers from the international labour market; introduction of greater qualification requirements for faculty members and tighter rules of competitive selection; introduction of a system of instruments for enforcing continuing professional development of faculty and staff. A set of measures for the implementation of this strategy is presented in Strategic Initiative 4, “Human resources for a research university” (cf. Sections 1.4 and 2.1).

*Main reasons for indicator discrepancies:*

* Only a small number of faculty are hired through the international recruiting process
* Underdeveloped and inefficient system for finding candidates in foreign countries (including Russian expats) for various positions in HSE
* Poor international visibility of the university
* Unattractive academic environment at HSE (and in Russia in general) for leading specialists in social sciences and economics
* Insufficient engagement in global research agenda (including outdated methodology and research toolkits in some fields)
* Not all HSE departments possess academic culture or other important conditions for international scholars to be willing to join in the teaching and research
* Absence of post-doctoral positions
* Inadequate working and living conditions for international experts
* Lack of a developed modern infrastructure meeting international standards (no unified campus, no private offices, no comfortable housing, no sports facilities, etc.)
* Financial limitations preventing the provision of competitive salaries for leading international specialists.

**Modernizing the Management System**

|  |  |  |
| --- | --- | --- |
| **KPI**  | **2012** | **2020** |
| Number of large academic departments (with over 200 faculty members) that implement their own development programmes | 0 | 10 (all) |

The key challenges are the inability of many HSE academic departments to carry out independent management and innovative development and the existence of bureaucratic barriers that are inherent to the centralised management model.

The strategy for addressing these challenges will include a system of measures aimed at decentralising the management system and adopting a culture of shared academic governance based on the results presented in Strategic Initiative 5, “Modernizing the management system” (see Sections 1.4 and 2.1).

*Main reasons for indicator discrepancies:*

* Insufficient autonomy and leadership at departments level (faculties/schools, departments, and institutes)
* Weak system of project management at the level of schools
* Institutional barriers between core educational programmes, fundamental and applied research programmes and continuing professional education.

### Strategic Initiatives

1. *Achieving international competitiveness of research & development and expert evaluation and analysis in a number of areas of social sciences, economics, humanities, computer science and mathematics as a result of*

- Conducting foresight studies in promising areas of research and development

- Implementing the teacher-researcher model calling for the active involvement of teachers in research and researchers in the educational process

- Assuring effective operation of HSE's 16 existing international laboratories headed by leading scholars and establishing at least 14 new laboratories

- Focusing on cutting-edge areas and organising international centres for advanced studies at HSE’s high-profile research centres to which top international researchers will be invited on 6 and 12-month fellowships

- Joining international networks and consortia, including the establishment of institutional partnerships with international universities

- Promoting partnerships between international scholars and HSE specialists for implementing joint projects leading to publications in international journals

- Introducing a system of incentives aimed at improving the quality of academic articles and their publication in international journals with high impact factors

- Identifying and selectively supporting the most effective research teams

- Providing linguistic support for publications in foreign languages

- Developing an international system of fundraising and marketing in the domain of research & development

- Inviting international experts to evaluate research projects and research results

- Professionalizing the management of research

- Developing unique open-access databases of advanced research in a broad range of fields of social science, economics and the humanities

- Establishing research centres and databanks on transition economies in the areas of economics, management, political science, sociology, law, and history and conducting comparative studies on transition societies

- Promoting active involvement in expert activities formulated by international organisations (e.g., OECD, World Bank, IMF, European Commission and Basel Committee)

- Expanding the range of research on current modernization issues, in particular by participating in expert evaluation of global agenda issues in cooperation with leading international analytic centres and international organisations

- Improving research performance by introducing toolkits used by the international expert community (in particular, by taking into account practices of international consulting companies such as McKinsey & Co, BCG, and Bain)

- Creating international expert teams to participate in consulting activities in developing countries as well as summarising the reform experience based on cross-country comparisons

- Developing a global network of expert organisations working with transition societies including BRICS countries (with active HSE participation)

- Developing a system for commercialising research results and implementing a support programme for innovative entrepreneurship

- Having HSE scholars participate as editors and reviewers in international academic journals and organising partnerships between HSE and major international academic publishers

- Converting HSE academic journals into a bilingual format and indexing journals in international scientometric databases (Web of Science and Scopus)

- Introducing the mandatory practice of publishing and discussing article preprints and monographs in an electronic English-language format on the SSRN network and similar global professional networks

- Holding international communication events at HSE

- Assuring presence in international media, particularly on topics related to HSE core areas

- HSE promotion in professional and social networks

- HSE website targeting at international public.

2. *Creating and promoting globally oriented educational products as a result of*

- Updating educational programmes to meet international requirements for graduates and the expectations of globally oriented employers

- Introducing a new educational model enabling individual student trajectories with a high share of project and research work (up to 20%), including a new major-minor structure of educational programmes; developing and introducing mechanisms for transferring credits for courses taken outside HSE; introducing different forms of student project, research and independent work while decreasing student course load; creating tutor centres for assisting students to select individual educational trajectories; and modernising HSE information systems to meet the needs of the new educational programme model

- Increasing the use of English as the language of education and communication by expanding the range of courses and educational programmes taught in English

- Expanding the range of joint educational programmes with top international universities

- Permanently monitoring in-demand applied and analytic skills by developing partnerships between departments and companies and research centres; giving HSE students and alumni the opportunity of having their analytic and applied skills evaluated by external experts

- Implementing in-house training programmes in companies, allowing students to develop new skills and qualifications in the context of real business processes; involving hands-on specialists in regular educational process (in particular, through a system of ‘base’ departments in partnership with major corporations and public organisations)

- Designing two types of master's programmes: targeting professional qualifications and skills as well as research-oriented programmes

- Shifting to a structured PhD model, including the construction of the "graduate school" model and the creation of graduate schools in all fields of graduate study at HSE; developing mechanisms for flexible integration of research-oriented master's programmes into graduate schools and designing the necessary educational tracks; attracting top international scholars to teach and co-advise graduate students and to evaluate the work of graduate students through a system of "academic workshops"; supporting and organising inbound and outbound mobility of graduate students; and developing partnerships with international universities in the framework of PhD programmes

- Conducting international expert evaluations and accreditations of educational programmes

- Professionalizing the administration of educational programmes, in particular by introducing a model for administering educational programmes; developing and implementing programmes for attesting, training, and supporting managers of educational programmes; and creating a system of academic governance of educational programmes

- Creating a flexible credit-module system for continuing educational programmes aimed at developing the applied skills of participants in different areas of activity.

3. *Expanding onto new geographic markets at all levels of education and increasing the selectivity of master's and PhD programmes as a result of*

- Working with international educational recruiting agencies and participating in educational fairs

- Creating a network of HSE partners in Russian regions and abroad for the organisation of professional orientation events, Olympics, promotions, etc.

- Actively participating in building an online education network in Russian and English (developing MOOCs and adding them to the respective platforms)

- Establishing an Internet school and new, distance forms of professional orientation and training of potential applicants

- Developing a preparatory department for master’s degree programmes and creating training courses for international students (Russian as a foreign language in basic and advanced programmes and a number of basic disciplines)

- Creating mechanisms for attracting talented students to master's and PhD programmes, including a scholarship fund for international students, summer/winter schools, and olympics

- Creating a system for integrating higher and secondary education by educating talented high-school students at the HSE Lyceum and working with HSE ‘base’ schools.

4. *Human resources for a research university* and faculty and staff rotation is assured by

- A broad-ranging system for international recruitment of young scholars with PhD degrees from leading universities, top scholars capable of heading research centres, and scholars with high citation indices

- Attracting young foreign scholars for post-doc positions

- Creating an international academic environment for integrating international scholars into the university team

- Introducing a system of gradually increasing standards for filling vacant faculty positions so as to achieve global competitiveness

- Introducing standard faculty contract consisting of three components (teaching, research, and administrative/social work) with differentiated evaluation of performance

- Assuring competitive faculty salaries

- Implementing incentive programmes for faculty members to raise their research productivity

- Developing and introducing a model for attracting practical specialists to work at HSE as adjunct professors and introducing the position of the practical expert that engages in expert evaluation and consulting activities

- Considerably increasing the share of teaching assistants and research interns participating in teaching and research

- Developing a system for attracting and retaining young faculty members through the ‘promotion reserve’ programme

- Supporting mobility programmes for faculty members and including them in international (foreign) research and educational projects

- Introducing a system of sabbaticals

- Implementing a system of measures aimed at creating a core of effective administrative personnel with good command of foreign languages and information systems

- Hiring specialists to top-level administrative positions through international recruiting

- Implementing advanced training target programmes for faculty members and administrative personnel

- Assuring regular evaluation of faculty members and administrative staff.

5*. Modernizing the management system by means of*

- Auditing and downsizing areas that have no international recognition

- Turning the university budget process into an instrument of financial support and control of the implementation of development projects

- Introducing educational programme budgeting

- Creating large academic departments to assure balanced and comprehensive development of different subject areas and endowing them with the functions of day-to-day management of their main activities (personnel, research, and educational programmes)

- Developing a system of modern academic self-government by creating governing committees in subject areas at the level of the university and major departments consisting of teachers, researchers and permanent directors (managers) from these areas elected for a period of up to three years

- Switching to a management model that combines performance-based management at a strategic level with the academic autonomy of major departments

- Appointing specialists with experience and administrative skills used in the world's leading universities to top-level university and departmental administrative positions

- Providing additional incentives for top-level university and departmental administrators by connecting their compensation to the university target indicators

- Developing a system of student self-government, in particular by including student representatives in HSE collegial governing bodies

- Introducing a system of regular optimization of administrative business processes

- Switching to electronic administrative services

- Implementing a portal model for IT integration

- Campus development, providing adequate environment for work and study.

6. *Implementing the social mission of the university* by means of:

- Diffusing high educational and academic standards among Russian universities, secondary and high schools

- Development of HSE open learning resources, including MOOCs

- Developing expert discussion platforms in the non-commercial sector and diffusing analytic reports and methodical recommendations on issues of interaction between the state and civil society

- Creating open databases of figures and analytical information and creating information resources in the framework of educational, cultural and philanthropic projects

- Implementing educational and cultural projects for Muscovites and developing a public expert platform at HSE in the interests of the city

- Involving students in cultural and charity projects in the interests of Moscow city.

*Managing change*

Decision-making mechanisms corresponding to the vectors of international competitiveness shall assure the effective transformation of the university. This calls for the following elements of change management:

1) Managing change on the basis of feedback so as to monitor the university's real progress in global competitiveness and make necessary adjustments in decisions regarding organizational matters, investment and human resources

2) Appointing professionals with experience and knowledge of management practices employed in the world's leading universities to high-level university and departmental administrative positions

3) Providing additional incentives for top-level university and departmental administrators by connecting their compensation to the university target indicators

4) Implementing strategic initiatives that are based on project format and require evaluating risks at project planning stage; monitoring performance during project implementation and making adjustments as appropriate.

The Roadmap for 2013-2020 sets down measures for implementing the HSE Global Competitiveness Programme (see Section 2.1).

It is important to note that basic planning parameters used for drafting the Roadmap are defined only imprecisely. Successful implementation of the Roadmap depends on overcoming the attendant risks stemming, in particular, from the following:

- The implementation of the reform of the state sector and the higher education system, including the transition in 2015-2018 to a system of normative per capita financing of public educational services

- The development in 2014-2016 of mechanisms for generating government commissions for educational services and scholarly research

- The consistency of public policy for the development of leading universities

- The founder's decisions concerning the development of HSE's material infrastructure

- The overall stability of macroeconomic conditions

- Changes in international university rating systems

- Changes and trends in the development of the international market of knowledge and competences as well as the behaviour of its participants

Given that HSE can only have a limited impact upon the aforementioned factors, the Roadmap management strategy includes certain adjustment mechanisms:

- annual planning of measures for the following year

- annual evaluation of external conditions and HSE's progress in implementing planned measures and meeting target indicators and KPIs of the target university model

- regular analysis based on this evaluation, of successes and failures of the preceding period leading to decisions by university leadership team to continue, abandon or adjust individual measures and allocate or cut back funding accordingly

- development, on the basis of these decisions and available funding, of a plan for implementing Roadmap measures during the following accounting year

- annual adjustment of the makeup and contents of projects and measures

- regular reporting of changes and additions to the Roadmap to the Russian Ministry of Education and Science in accordance with the terms of the agreement on the allocation of subsidies for the implementation of the global competitiveness programme

HSE's overall development budget up to the year 2020 shall amount to over 48 billion roubles from all sources. The share of resources from government allocations for enhancing global competitiveness (in the framework of Government Resolution № 211 of March 16, 2013) shall be 10-25%, depending upon the amount of allocations in upcoming years. Nevertheless, despite HSE's considerable share of non-budgetary revenues (about 40% this year), the sustainability of the revenue base largely depends on the Russian Government's consistent implementation of the policy for developing top universities and the decisions taken in the course of the national reform of higher education. Adjustments in the funding of Roadmap measures shall be made annually during the development of the HSE Plan of Financial and Economic Activities for the upcoming financial year.

Successful implementation of the programme is assured by the extensive experience of HSE's leadership in conducting organisational innovations, attracting resources, and pursuing reforms; the support of the university’s faculty and staff and their willingness to embrace change; and the support of the government, which has been expressed in regulatory documents.

## Roadmap

### Roadmap for 2013 - 2020

| **Strategic Initiatives (SI) / Projects / Measures** | **Performance Indicator (Name and Units)** | **Financing\* (million rubles) / Performance Indicator Values** |
| --- | --- | --- |
| **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
|  | **1H** | **2H** |  |  |  |  |  |  |
| **SI 1** | **Achieving international competitiveness of research & development and expert evaluation and analysis in a number of areas of social sciences, economics, humanities, computer science and mathematics** | million rubles | 1628,39 | 944,70 | 1224,80 | 2537,50 | 2700,50 | 2609,70 | 2847,00 | 3077,50 | 3360,00 |
| **Project 1.1.** | **High performance research teams** | million rubles | 380,90 | 235,00 | 325,00 | 665,00 | 775,00 | 860,00 | 940,00 | 1010,00 | 1090,00 |
| Measure 1.1.1. | Centres for advanced studies | Number of centres for advanced studies |   |   | 2 |   |   |   |   |   |   |
| Measure 1.1.2. | High-potential research teams in priority areas  | Number of high-potential research teams in priority areas |   |   | 2 |   |   |   |   |   |   |
| Measure 1.1.3. | International research labs | Number of international labs | 16 |   | 18 |   |   |   |   |   |   |
| **Project 1.2.** | **Fundamental and applied studies, target markets for projects** | million rubles | 1102,80 | 642,00 | 799,00 | 1371,00 | 1408,00 | 1526,00 | 1673,00 | 1875,00 | 2077,00 |
| Measure 1.2.1. | Empirical studies and databases | Number of implemented projects | 10 | 11 | 12 |   |   |   |   |   |   |
| Measure 1.2.2. | Development of fundamental research | Financing of fundamental research in the framework of government commissions (million rubles)\*\* | 689,9 | 363,5 | 363,5 |   |   |   |   |   |   |
| Measure 1.2.3. | Applied research in the interests of the Presidential Administration and Government of the Russian Federation | Financing of applied research & development in the interests of the Presidential Administration and Government of the Russian Federation in the framework of government commissions (million rubles)\*\* | 13,8 | 250 | 250 |   |   |   |   |   |   |
| Measure 1.2.4. | Development of market-oriented applied research & development | Applied research conducted on contractual or tender basis (million rubles) | 1470 | 500 | 1000 |   |   |   |   |   |   |
| Measure 1.2.5. | System for commercializing research results | Number of projects initiated in new areas of applied research & development | 10 | 5 | 15 |   |   |   |   |   |   |
| Measure 1.2.6. | Innovative entrepreneurship support programmes | Number of innovative projects participating in HSE entrepreneurial competitions | 120 | 80 | 60 |   |   |   |   |   |   |
| **Project 1.3.** | **Instruments for international promotion** | million rubles | 71,89 | 47,70 | 45,80 | 111,50 | 127,50 | 133,70 | 139,00 | 139,50 | 140,00 |
| Measure 1.3.1. | International placement of HSE journals | Number of HSE journals indexed by Web of Science and Scopus (end of period) | 1 |   | 2 |   |   |   |   |   |   |
| Measure 1.3.2. | International expert evaluation of research projects and teams | Number of HSE fundamental research projects and programmes evaluated by international experts |   | 189 | 84 |   |   |   |   |   |   |
| Measure 1.3.3. | Infrastructure for international presentation of projects and results | Annual research for international clients (million rubles) | 57,00 | 17,00 | 42,00 |   |   |   |   |   |   |
| Measure 1.3.4. | Electronic preprints in English | Percent of faculty members with preprints in English (end of period) | 3,00 | 4,00 | 5,00 |   |   |   |   |   |   |
| Measure 1.3.5. | Linguistic support for publishing in foreign languages | Percent of faculty members receiving linguistic support for publishing in English (end of period) | 10,00 | 12,00 | 15,00 |   |   |   |   |   |   |
| Measure 1.3.6. | Professionalizing research management | Development of a system of measures for effective research management (% complete) |   |   | 10 (апробация технологии) |   |   |   |   |   |   |
| Measure 1.3.7. | Support for international research partnerships | Number of supported events contributing to implementation of research projects with foreign partners | 30 | 15 | 25 |   |   |   |   |   |   |
| **Project 1.4.** | **Infrastructural support for research** | million rubles | 72,80 | 20,00 | 55,00 | 390,00 | 390,00 | 90,00 | 95,00 | 53,00 | 53,00 |
| Measure 1.4.1. | Fitting of research units with lab equipment | Number of reserch units provided with labequipment during the period | 3 |   | 2 |   |   |   |   |   |   |
| Measure 1.4.2. | Information support and purchase of databases | Number of purchased databases and information resources | 81 | 19 | 62 |   |   |   |   |   |   |
| **SI 2** | **Creating and promoting globally oriented educational products** | million rubles | 185,22 | 122,00 | 155,50 | 344,00 | 436,00 | 497,00 | 514,00 | 534,00 | 546,00 |
| **Project 2.1.** | **New model for educational programmes** | million rubles | 135,30 | 78,00 | 98,00 | 220,00 | 270,00 | 300,00 | 300,00 | 300,00 | 310,00 |
| Measure 2.1.1. | Developing a flexible educational programme for individualizing student educational trajectories (including student mobility programmes, independent work, MOOCs, and major-minor blocks at bachelor's level) | Percent of full-time students in bachelor's and master's programmes with programme credits outside HSE (end of period) |   |   | 2,00 |   |   |   |   |   |   |
| Measure 2.1.2. | Elaborating a system for organising student project and research work in the framework of educational programmes | Percent of academic credits received by students for participating in project and research work in the total number of credits in core educational programmes | 8,00 | 9,00 | 9,00 |   |   |   |   |   |   |
| Measure 2.1.3. | Bilingual educational environment | Percent of subjects with more than two credits taught in English in the total number of subjects with more than two credits (end of period) | 5,00 | 8,00 | 8,00 |   |   |   |   |   |   |
| Measure 2.1.4. | Modernizing information systems for the new educational model (LMS and others) | Development of an electronic system for structuring the educational process: schedules, reserving classrooms, setting office hours, etc. (percent complete) |   |   | 50,00 |   |   |   |   |   |   |
| **Project 2.2.** | **Developing PhD studies** | million rubles | 32,40 | 23,50 | 24,50 | 60,00 | 101,00 | 142,00 | 163,00 | 193,00 | 213,00 |
| Measure 2.2.1. | Transition to the Graduate School model | Number of Graduate Schools (end of period) |   |   | 12 |   |   |   |   |   |   |
| Measure 2.2.2. | Development of the structured PhD programme | Number of subject fields in the structured PhD programme (end of period) (The figures may change due to the introduction of a new system of subject fields and majors) | 8 | 8 | 8 |   |   |   |   |   |   |
| Measure 2.2.3. | Internationalizing HSE PhD programmes | Percent of PhD students that have been on internships at foreign universities and research centres during the year | 2,00 | 1,00 | 1,00 |   |   |   |   |   |   |
| **Project 2.3.** | **Professionalizing the management of educational programmes** | million rubles | 0,50 | 1,00 | 1,50 | 4,00 | 4,00 | 2,00 | 2,00 | 2,00 | 2,00 |
| Measure 2.3.1. | Transition to a new model for managing educational programmes at bachelor's and master's levels (from management at department/school level to management of educational programmes) | Percent of educational programmes managed according to the new model (end of period) | 15,00 | 15,00 | 20,00 |   |   |   |   |   |   |
| Measure 2.3.2. | Creating a system of academic management for educational programmes at bachelor's and master's levels | Percent of educational programmes with academic management (end of period) |   | 10,00 | 20,00 |   |   |   |   |   |   |
| **Project 2.4** | **External expert evaluation of educational programmes and their elements** | million rubles | 14,63 | 8,00 | 13,00 | 23,00 | 24,00 | 25,00 | 26,00 | 26,00 | 8,00 |
| Measure 2.4.1. | International expert evaluation and/or accreditation of educational programmes that have had at least one graduating class | Percent of educational programmes evaluated and/or accredited by international experts during the year (end of period) | 10,00 | 5,00 | 5,00 |   |   |   |   |   |   |
| Measure 2.4.2. | Public and professional accreditation | Percent of HSE educational programmes accredited/certified by non-governmental/professional Russian and international organisations | 1,00 | 2,00 | 2,00 |   |   |   |   |   |   |
| **Project 2.5.** | **Developing the continuing education system** | million rubles | 2,40 | 11,50 | 18,50 | 37,00 | 37,00 | 28,00 | 23,00 | 13,00 | 13,00 |
| Measure 2.5.1. | Enlarging and developing competitive Schools of Continuing Education | Number of people studying in continuing education programmes (fulltime equivalent, during the academic year that finished in the reporting year, in thousands) | 5,10 | 5,40 |   |   |   |   |   |   |   |
| Measure 2.5.2. | Developing and promoting globally-oriented programmes of continuing education | Percentage growth of number of continuing education programmes | 10,00 | 10,00 |   |   |   |   |   |   |   |
| Measure 2.5.3. | External expert evaluation of continuing educational programmes | Percent of continuing education programmes (MBA level) that have received international accreditation (planned for 2015) | 0,00 | 0,00 | 0,00 |   |   |   |   |   |   |
| **SI 3** | **Expanding onto new geographic markets at all levels of education and increasing the selectivity of master's and PhD programmes** | million rubles | 89,00 | 76,50 | 62,00 | 169,50 | 222,50 | 261,50 | 281,50 | 311,50 | 331,50 |
| **Project 3.1.** | **International and regional positioning** | million rubles | 18,88 | 17,00 | 22,00 | 65,00 | 105,00 | 144,00 | 164,00 | 194,00 | 214,00 |
| Measure 3.1.1. | Participating in international educational fairs and shows, international educational marketing, and partnerships with international organisations | Number of foreign applicants that have attended preparatory courses or participated in events organised by HSE partners in CIS and other foreign countries | 300 | 500 | 1000 |   |   |   |   |   |   |
| Measure 3.1.2. | "Russian as a foreign language" programme for foreign students | Number of foreign students attending Russian language courses (including HSE on-line courses) | 30 | 30 | 200 |   |   |   |   |   |   |
| Measure 3.1.3. | Partnerships with regional centres, educational establishments and universities in Russia, CIS countries and Baltic states | Number of HSE partners working with applicants in Russian regions and abroad (end of period) | 30 | 31 | 35 |   |   |   |   |   |   |
| Measure 3.1.4. | Developing the Internet school | Number of people studying in the Internet school (number of registrations) | 12000 | 7500 | 7500 |   |   |   |   |   |   |
| Measure 3.1.5. | Grants and scholarships for talented international bachelor's and master's students | Percent of international students receiving grants among all international students |   |   | 10,00 |   |   |   |   |   |   |
| **Project 3.2.** | **Attracting talented high-school students to bachelor's programmes** | million rubles | 52,87 | 41,00 | 36,00 | 82,00 | 92,00 | 92,00 | 92,00 | 92,00 | 92,00 |
| Measure 3.2.1. | HSE Lyceum | Number of students in HSE Lyceum | 58 | 58 | 200 |   |   |   |   |   |   |
| Measure 3.2.2. | Olympicss and contests for Russian school students | Number of participants in HSE Olympics and contests | 30000 | 33000 |   |   |   |   |   |   |   |
| Measure 3.2.3. | Olympicss and contests held by HSE for Russians living abroad and foreign high-school students | Number of foreign participants in HSE Olympics and contests | 100 | 500 | 200 |   |   |   |   |   |   |
| Measure 3.2.4. | Professional orientation schools and centres for talented high-school students from Russia, CIS countries and Baltic states | Number of participants in professional orientation schools and Professional Orientation Centre | 300 | 550 | 400 |   |   |   |   |   |   |
| Measure 3.2.5. | HSE affiliated secondary schools | Number of HSE-affiliated secondary schools (end of period) | 64 | 65 | 70 |   |   |   |   |   |   |
| **Project 3.3.** | **Attracting talented university students and alumni to master's programmes** | million rubles | 17,25 | 18,50 | 4,00 | 22,50 | 25,50 | 25,50 | 25,50 | 25,50 | 25,50 |
| Measure 3.3.1. | Summer and winter schools for university students and alumni (master's applicants), in Russia, CIS countries and Baltic states | Number of students participating in summer and winter schools | 1700 | 550 | 1200 |   |   |   |   |   |   |
| Measure 3.3.2. | Student research contests and student research conferences for students and alumni from CIS countries and Baltic states | Number of participants from CIS countries in student research contests and conferences | 45 | 100 | 100 |   |   |   |   |   |   |
| Measure 3.3.3. | Olympicss for students and alumni of Russian and CIS universities | Number of participants in the Olympics for university students and alumni in Russia and CIS countries | 3200 | 3500 |   |   |   |   |   |   |   |
| Measure 3.3.4. | Preparatory Department and preparatory courses for master's applicants | Number of students registered in the Preparatory Department and in preparatory courses for master's applicants | 400 | 400 | 420 |   |   |   |   |   |   |
| **SI 4** | **Human resources for a research university** | million rubles | 1027,33 | 652,60 | 682,60 | 1806,00 | 2193,00 | 2535,00 | 2721,00 | 3015,00 | 3285,00 |
| **Project 4.1.** | **Rotation and academic development of faculty members for attaining the goals of a research university** | million rubles | 864,12 | 543,00 | 571,00 | 1403,00 | 1703,00 | 2033,00 | 2228,00 | 2532,00 | 2802,00 |
| Measure 4.1.1. | System of faculty recruitment and rotation | Number of faculty members hired through international recruiting with the possibility of subsequently getting a permanent position | 12 |   | 35 |   |   |   |   |   |   |
| Measure 4.1.2. | Implementing faculty incentive programmes for raising research productivity | Number of faculty members receiving salary bonuses or getting higher base salaries for personal research results | 667 |   | 1000 |   |   |   |   |   |   |
| Measure 4.1.3. | Implementing the Young Faculty Support Programme | Number of faculty members on the Young Faculty Support Programme | 252 | 250 | 230 |   |   |   |   |   |   |
| Measure 4.1.4. | Implementing professional development and advanced training programmes for faculty members | Number of faculty members that have attended professional development and advanced training programmes | 500 | 100 | 550 |   |   |   |   |   |   |
| **Project 4.2.** | **Improving professional skills of the administrative staff of HSE academic departments (schools, departments, sections and institutes) and academic offices of educational programmes** | million rubles | 52,20 | 44,10 | 44,10 | 128,00 | 180,00 | 177,00 | 178,00 | 178,00 | 178,00 |
| Measure 4.2.1. | Recruiting personnel for the transition to the new model of managing educational programmes (from management at the school/department level to management of educational programmes) | Percent of bachelor's and master's programmes managed along the new model (end of period) | 0,00 | 10,00 | 20,00 |   |   |   |   |   |   |
| Measure 4.2.2. | System of advanced language training for administrative personnel in HSE academic departments and academic offices | Number of administrative personnel at HSE academic departments that have completed English-language programmes |   |   | 200 |   |   |   |   |   |   |
| Measure 4.2.3. | Diffusion of new technologies (ICT, administrative technologies, personnel and financial management, educational process support) with the help of tutors recruited among administrative and auxiliary educational personnel in HSE academic departments (schools, departments, sections and institutes) | Number of administrative and auxiliary educational personnel in HSE academic departments serving as tutors in multilevel training in new technologies (end of period) |   | 30 | 50 |   |   |   |   |   |   |
| Measure 4.2.4. | Introducing a system for the regular evaluation of the effectiveness and client-friendliness of administrative and organisational support for students | Percent of administrative personnel evaluated by undergraduate and graduate students |   | 30,00 | 50,00 |   |   |   |   |   |   |
|  | Percent of administrative and auxiliary educational personnel with good and excellent reviews from undergraduate and graduate students (including international students) |   |   | не менее 50 |   |   |   |   |   |   |
| **Project 4.3.** | **System of professional development and motivation for the HSE administrative and support personnel and senior adminstrators** | million rubles | 44,26 | 29,50 | 31,50 | 78,00 | 78,00 | 63,00 | 53,00 | 43,00 | 43,00 |
| Measure 4.3.1. | Developing mechanisms for the effective motivation of senior administrators and for attracting international-level specialists to senior administrative and academic positions | Percent of senior administrators with labour contracts in which salary bonuses depend on target attainment (end of period) |   | 20,00 | 40,00 |   |   |   |   |   |   |
| Measure 4.3.2. | Creating an incetive programme for the effective work of HSE administrative and support departments by introducing a system for evaluating the quality of work and connecting remuneration with this evaluation | Percent of administrative departments with performance-based salaries for personnel (end of period) |   |   | 20,00 |   |   |   |   |   |   |
| Measure 4.3.3. | Improving professional competences of the HSE administrative and support personnel and senior adminstrators, formation of young adminstrators support programme | Number of HSE administrative personnel that have received advanced target training | 20 | 30 | 50 |   |   |   |   |   |   |
| **Project 4.4.** | **Increasing the loyalty of university personnel by implementing a programme of insertion and social support** | million rubles | 66,75 | 36,00 | 36,00 | 197,00 | 232,00 | 262,00 | 262,00 | 262,00 | 262,00 |
| Measure 4.4.1. | Implementing insertion and development programmes for hired foreign and Russian faculty members and administrative personnel | Number of faculty members working at HSE for less than 2 years that have participated in events promoting insertion and development of academic skills | 35 |   | 55 |   |   |   |   |   |   |
| Measure 4.4.2. | Expanding the medical insurance programme | Percent of full-time personnel with medical insurance financed by HSE (end of period) | 30,00 | 32,00 | 40,00 |   |   |   |   |   |   |
| Measure 4.4.3. | Retirement benefits programme for university personnel | Launching the HSE retirement benefits (percent complete; planned for 2015) |  - |  - |  - |   |   |   |   |   |   |
| Measure 4.4.4. | Support for mothers and children | Launching the mothers and children support programme (percent complete; planned for 2015) |  - |  - |  - |   |   |   |   |   |   |
| **SI 5** | **Modernizing the management system** | million rubles | 483,37 | 258,50 | 383,50 | 678,00 | 678,00 | 468,00 | 429,00 | 421,00 | 419,00 |
| **Project 5.1.** | **Decentralizing the management system** | million rubles | 4,88 | 4,00 | 6,00 | 11,00 | 10,00 | 10,00 | 10,00 | 10,00 | 10,00 |
| Measure 5.1.1. | Increasing the size of academic departments and delegating powers and resources to them | Percent of centrally controlled funding delegated to departments (end of period) |   |   | 5 (апробация технологии) |   |   |   |   |   |   |
| Measure 5.1.2. | Implementing the "Executive Committee-Executive Manager" Model to manage administrative processes (involving faculty members in the decision-making process) | Percent of administrative processes managed along the "Executive Committee-Executive Manager" Model in the total number of processes to be managed along this model (end of period) |   |   |  10 (апробация технологии) |   |   |   |   |   |   |
| Measure 5.1.3. | Student self-government | Percent of collegial university administrative bodies with participants from student councils and organisations (end of period) | 1,00 | 10,00 | 10,00 |   |   |   |   |   |   |
| **Project 5.2.** | **Optimizing administrative processes** | million rubles | 31,60 | 25,50 | 25,50 | 57,00 | 53,00 | 33,00 | 26,00 | 19,00 | 19,00 |
| Measure 5.2.1. | Modernizing planning and management of financial resources | Introducing technologies for operational planning and result-based budgeting (percent complete at end of period) | 10,00 | 15,00 | 25,00 |   |   |   |   |   |   |
| Measure 5.2.2. | Introducing the regular optimization of business processes (continual improvement system) | Percent of positive reviews of the quality of administrative processes by university personnel |   |   | 30,00 |   |   |   |   |   |   |
| Measure 5.2.3. | Transition to electronic administrative services | Number of electronic administrative services (end of period) |   |   | 5 |   |   |   |   |   |   |
| **Project 5.3.** | **Service-oriented model for managing IT resources** | million rubles | 5,19 | 25,00 | 25,00 | 55,00 | 60,00 | 60,00 | 30,00 | 30,00 | 30,00 |
| Measure 5.3.1. | Creating an in-house centre for software development | Percent of HSE corporate information systems that have been modified and developed by the university itself (end of period) |   |   | 40,00 |   |   |   |   |   |   |
| Measure 5.3.2. | Implementing a portal model for IT-integration | Deployment of the portal model for IT integration (percent complete) |   |   | 30,00 |   |   |   |   |   |   |
| **Project 5.4.** | **Campus development** | million rubles\*\*\* | 441,71 | 204,00 | 327,00 | 555,00 | 555,00 | 365,00 | 363,00 | 362,00 | 360,00 |
| Measure 5.4.1. | Raising standards for the premises of academic departments | Percent of faculty members with personal working places in university buildings (end of period) | 5,00 | 7,00 | 8,00 |   |   |   |   |   |   |
| Measure 5.4.2. | Improving social infrastructure | Attainment of target standards for the quality of university social infrastructure (percent attained at end of period) |   |   | 10,00 |   |   |   |   |   |   |
| **SI 6** | **HSE’s Social Mission** | million rubles | 5,00 | 34,50 | 38,00 | 83,00 | 83,00 | 73,00 | 73,00 | 73,00 | 73,00 |
| **Project 6.1.** | **Diffusing knowledge about social development and the improvement of educational standards** | million rubles | 5,00 | 27,50 | 28,50 | 66,00 | 66,00 | 56,00 | 56,00 | 56,00 | 56,00 |
| Measure 6.1.1. | Training and advanced training for teachers, lecturers and researchers | Number of teachers, lecturers and researchers from Russian and international organisations that have participated in HSE training and advanced training programmes | 200 |   | 300 |   |   |   |   |   |   |
| Measure 6.1.2. | Training and advanced training for educational managers | Number of educational administrators and managers that have participated in HSE training and advanced training programmes | 150 |   | 200 |   |   |   |   |   |   |
| Measure 6.1.3. | Developing and promoting open distance courses on MOOC platforms | Number of HSE MOOCs that have been developed and added to platforms | 3 | 7 | 10 |   |   |   |   |   |   |
| **Project 6.2.** | **Participation in policy evaluation, development and discussion** | million rubles | 0,00 | 5,50 | 7,50 | 13,00 | 13,00 | 13,00 | 13,00 | 13,00 | 13,00 |
| Measure 6.2.1. | Developing expert analysis | Number of reports, expert evaluation reports, methodological recommendations and proposed regulatory measures prepared by HSE | 52 | 30 | 43 |   |   |   |   |   |   |
| Measure 6.2.2. | Organising public discussion of social, economic and cultural policies | Number of public events |   |   |   |   |   |   |   |   |   |
| Measure 6.2.3. | HSE open information resources | Number of unique visits to HSE external on-line information resources | 10000 | 15000 | 15000 |   |   |   |   |   |   |
| **Project 6.3** | **University Engaged in the City** | million rubles | 0,00 | 1,50 | 2,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 |
| Measure 6.3.1. | Educational and cultural projects for Muscovites and public expert debate platforms for Moscow | Percent of faculty members involved in HSE educational and cultural events and public expertise events on urban development issues | 5 | 4 | 4 |   |   |   |   |   |   |
| Measure 6.3.2. | HSE student involvement in cultural and volunteer programmes for Moscow | Number of students involved in HSE cultural and volunteer programmes | 500 | 350 | 350 |   |   |   |   |   |   |

\* The total financing is calculated using forecasts for the growth of financing norms for public educational services and tuition for pay educational programmes as well as forecasts for the growth of contracts and the expected financing of research in the framework of government commissions. The financing of events will be adjusted annually as the aforementioned factors become more concrete and in view of market trends.

\*\* Taking into account the supplementary allocations considered during the discussion of the federal budget for 2014 and the 2015 and 2016 planning periods (Russian Government Order № OG-P17-7091 of October 4, 2013).

\*\*\* Including the financing of the renovation of buildings and premises and taking into account the supplementary allocations considered during the discussion of the federal budget for 2014 and the 2015 and 2016 planning periods (Russian Government Order № OG-P17-7091 of October 4, 2013) yet without accounting for public capital investments.

### Early achievements 2013 - 2014

| **№** | **Strategic initiatives/** **«early achievements»** | **Achieved and expected outcome** | **Indicators affected by outcomes** |
| --- | --- | --- | --- |
| 1 | **Strategic initiative 1 «Achieving international competitiveness of research & development and expert evaluation and analysis in a number of areas of social sciences, economics, humanities, computer science and mathematics»** |
|  | **2013** |
| 1.1. | Inspection of Mathematics Department by international commission of Fields Medal laureates | Recognition of the Mathematics Department as belonging to the top 100 research departments of mathematics in universities around the world, approval of the the establishment of the Center for Advanced Studies in Mathematics at Higher School of Economics; promotion of faculty of mathematics and HSE in the professional research environment; attracting leading foreign experts to joint research projects, conducting research in conjunction with with foreign research organizations and universities , attracting talented young foreign scholars; focusing resources on the most productive research team | Target indicators: Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated)KPI: Number of centres for advanced studies  |
| 1.2. | Launch of 2 new International Laboratories: Laboratory of Quantitative Finance and Research and Teaching Laboratory for process-oriented information systems  | Further development of research work in the HSE, development of academic environment, attracting leading foreign experts to an HSE research team, attracting and supporting talented young researchers, expansion of English-language environment | Target indicators: Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated)KPI: Number of international labs |
| 1.3. | Publication of article in Nature journal: Gokhberg L., Meissner D. (2013) Innovation: Superpowered invention, Nature, 501, 313-314 (19 September 2013)  | Increasing HSE’s international visibility as a centre of research, improving the quality of publications and citation levels | Target indicators:Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated) |
| 1.4. | "Foresight," a journal published by the HSE, indexed by Scopus | Increasing HSE’s international visibility as a centre of research; improving the quality of publications; attracting the attention of the academic community to materials appearing in the journal and improving their quality, increasing citation level and prominence of HSe’s research staff | Target indicators: Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated)KPI: Number of HSE academic journals indexed by Web of Science and Scopus |
| 1.5. | Launching a mechanism for regular assessment of the publication activity of research staff | An assessment of the publication activity allowed to identify groups of researchers that fail to meet requirements, created incentives to publish and increased the level of publication activity | Target indicators: Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated) |
| **1st half of 2014** |
| 1.6. | Examination of HSE’s existing journals to decide if they meet the requirements for being indexed in Scopus, Web of Science | Identification of journals that can be upgraded to meet requirements of Scopus and Web of Science, journals that already meet such requirements; development of plans for upgrading journals | Target indicators: Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated)KPI: Number of HSE academic journals indexed by Web of Science and Scopus |
| 1.7. | Launch of mechanisms for evaluating academic projects and matching them against international standards | Identification of academic projects that meet international standards, identification of reasons for failing to meet international standards, development of procedures for improving the quality of academic projects; creating conditions for participation of scholars HSE’s international grant programmes | Target indicator: Revenue of R&D per faculty member (thousands of rubles) KPI: Number of grants received from Russian and international organisations for individual and collective research |
| **2nd half of 2014** |
| 1.8. | Creation of international research and teaching educational laboratory in neuroeconomics | Enhancing the research programme, enhancing of academic environment, attracting leading foreign experts to conducting research in HSE, attracting and retaining talented young researchers, creating English-speaking environment | Target indicators: Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated)KPI: Number of international labs |
| 2 | **Strategic initiative 2 «Creating and promoting globally oriented educational products»** |
| **2013** |
| 2.1. | Launch of new education model with more flexible student’s choices and providing flexibility and a focus on the integrating project and research work into the learning process | Amended course and curriculum structure for independent learning trajectories, student engagement in projects and research | Target indicator: Credits received by students through participation in research, project and innovative activities out of the total number of credits in core educational programmes, % KPI: Percent of full-time students (in bachelor's and master's programmes) that have received programme credits outside HSE |
| 2.2. | Launch of new educational management model; transition from the management of academic departents to the management of educational programmes | Greater autonomy educational programme management, recruiting and training professional administrators of educational programmes, reorganization of academic management to transfer the course development function from departments to programme administrators, launch of curriculum reform | KPI: Percent of educational programmes managed using the new model (from the management of academic subdivisions to the management of educational programmes) |
| 2.3. | Inspection of educational bachelor programme in mathematics launched by the Department of Mathematics by an international commission of Fields medal laureates | Recognition of the educational programme in mathematics as one of the best undergraduate programmes in mathematics in international research universities; international promotion of the bachelor programme in mathematics; attraction of talented foreign students | Target indicator:Foreign students in the university's core educational programmes (including students from CIS countries), %KPI: Percent of educational programmes evaluated and/or accredited by international experts during the year |
|  | **1st half of 2014** |
| 2.4. | Launch of mechanisms for academic management of education programmes | Creation of procedures for academic programme management geared to engaging students in projects and research | KPI: Percent of educational programmes managed using the new model (from the management of academic subdivisions to the management of educational programmes) |
| **2nd half of 2014** |
| 2.5. | Launch of tutor-supported programmes for students | The creation of 5 tutor centers to the support development and implementation of individual educational trajectories and student engagement in projects and research | Target indicator: Credits received by students through participation in research, project and innovative activities out of the total number of credits in core educational programmes, %  |
| 2.6. | Establishment of Postgraduate Schools available in all postgraduate study areas | Total number of postgraduate schools in 2014/2015 academic year to reach 12, each with its own study programme.Foreign scholars will be engaged to manage postgraduate schools, thus promoting academic mobility of graduate students, their participation in joint projects and research work with foreign universities; English-speaking environment will be enhanced | Target indicator: Full-time master's and PhD students among all full-time students, % KPI: Percent of PhD students that have been on internships at foreign universities and research centers during the current year |
| 2.7. | Launch of three new master's programmes in English | Young talented foreign scholars to be engaged to teach the programmes, thus promoting student engagement in joint projects with foreign universities, enhancing English-speaking environment, and attracting talented international students | Target indicator: Courses (with more than two credits) taught in English out of the total number of courses (with more than two credits), %KPI: Number of educational programmes taught in English |
| **Strategic Initiative 3 «Expanding onto new geographic markets at all levels of education and increasing the selectivity of master's and PhD programmes»** |
| **2013** |
| 3.1. | Launch of new programmes of Russian as a foreign language and core subjects for foreign students | IIncreased number of international students and their integration into HSE’s environmentCreation of attractive learning environment for prospective students. | Target indicator: Foreign students in the university's core educational programmes (including students from CIS countries),% KPI: Number of international students and auditors studying Russian as a foreign language (in particular, through the HSE online resource) |
| 3.2. | Establishment of HSE Lyceum  | Early career guidance and adjustment to university environment. Attracting talented and motivated prospective students to bachelor’s programmes. | Target indicator: Average USE score of the full-time students admitted to the bachelor's and specialist programmes who’s tuition is covered by the government |
| **1st half of 2014** |
| 3.3. | Launch of competitions in the humanities for foreign students and Russian expats | Greater geographical reach of enrollmentAttracting talented international students.Raising HSE’s international visibility | Target indicator: Foreign students in the university's core educational programmes (including students from CIS countries),% KPI: Number of international students admitted on the basis of HSE olympics and competitions held for Russians living abroad and international high-school students |
| **2nd half of 2014** |
| 3.4. | Launch of grants and scholarships for talented foreign students | Increasing attractiveness of HSE to talented foreign students | Target indicator: Foreign students in the university's core educational programmes (including students from CIS countries),%  |
| **Strategic initiative 4 «Human resources for a research university»** |
| **2013** |
| 4.1. | Establishment of the centre which provides one-stop services and aims at integration of international faculty and research staff into the university environment | Providing comfortable working conditions for foreign faculty and research fellows, enhancing English-speaking environment  | Target indicators:Foreign professors, lecturers, and researchers in the total faculty pool, including Russian citizens with PhDs from foreign universities,% KPI: Number of faculty members hired through international recruiting with the subsequent possibility of getting a permanent position |
| 4.2. | Introducing a system of contracts for teachers with differentiation of teaching load, depending on academic productivity | Promoting research by faculty and staff.Linking pay to academic productivity. | Target indicators:Number of articles in Web of Science and Scopus (unduplicated) per faculty member; Average citation index per faculty member, calculated from the total number of articles in Web of Science and Scopus (unduplicated) |
| 4.3. | Involving postdocs in research projects of research departments | Internationalization of research, promotion of HSE in the international academic community.Attracting young foreign researchers, enhancing English-speaking academic environment. | Target indicator:Foreign professors, lecturers, and researchers in the total faculty pool, including Russian citizens with PhDs from foreign universities,% KPI: Number of postdocs hired during the year |
| **1st half of 2014** |
| 4.4. | Introduction of a standard three-part contract with faculty and research staff covering teaching, research and public/administrative work | Development of research and teaching staff. Increasing flexibility of pay received by teaching staffStandardizing requirements to teaching staff. | Target indicators: Foreign professors, lecturers, and researchers in the total faculty pool, including Russian citizens with PhDs from foreign universities,%; Number of articles in Web of Science and Scopus (unduplicated) per faculty member KPI: Percent of faculty members with unified contracts that combine teaching, research and social/administrative work |
| **2nd half of 2014** |
| 4.5. | Launch of quality assessment procedures for administrative staff | Improved quality of administrative services, stronger customer-oriented attitude of administrative staff. Improved working and learning conditions | Target indicators: Foreign professors, lecturers, and researchers in the total faculty pool, including Russian citizens with PhDs from foreign universities,%; Foreign students in the university's core educational programmes (including students from CIS countries),%  |
| 4.6. | International recruitment of new faculty and staff in accordance with the requirements and targets of research teams | Introduction of new principles of developing human resources.Increasing the productivity of research teams.Increased level of publishing and citation | Target indicators: Foreign professors, lecturers, and researchers in the total faculty pool, including Russian citizens with PhDs from foreign universities,%; Number of articles in Web of Science and Scopus (unduplicated) per faculty member KPI: Number of faculty members hired through international recruiting with the subsequent possibility of getting a permanent position  |
| 4.7. | Introduction of procedures for measuring the efficiency of members of senior university leadership | Greater effectiveness of managerial decisions aimed at achieving strategic goals of the university. Greater efficiency of decisionmaking. | Target indicator: Share of revenues from non-budgetary sources in the university's revenue structure, %;University expenditures allocated for implementing strategic initiatives (out of total expenditures), %  |
| **Strategic Initiative 5 «Modernizing the management system»** |
| **2013** |
| 5.1. | Introduction of criteria for delegating authority and allocating resources from the central budget to academic departments | Facilitation of "growth points" development. Promotion of team leadership. Greater efficiency resource utilisation | Target indicator: University expenditures allocated for implementing strategic initiatives (out of total expenditures), % KPI: Number of departments (with over 200 faculty members) that implement their own development programmes |
| 5.2. | Engaging members of student organizations into discussion of the implementation of the new Law on Education | Development of the system of collegial government and academic self-government. Development of student government.Better quality of decisions accounting for student attitudes.Incentives for student engagement in public and administrative work.  | KPI: Percent of university collegial bodies with participants from student councils and organisations |
| **1st half of 2014** |
| 5.3. |  Implementation of pilot project for merging academic departments | Concentration of resources to support the most effective academic units.Identification and support of the most effective department heads | Target indicator: University expenditures allocated for implementing strategic initiatives (out of total expenditures), % KPI: Number of departments (with over 200 faculty members) that implement their own development programmes |
| **Strategic initiative 6 «HSE’s Social Mission»** |
|  | **2013** |
| 6.1. | Launch of projects of public lectures at the Gorky Park and museums of Moscow | Greater engagement with the wider community. The use of scientific, educational and cultural potential of HSE in interests of the residents of Moscow | KPI: Number of people participating in HSE educational, cultural and social projects  |
| **1st half of 2014** |
| 6.2. | Launch of the first ten online courses on MOOC platforms | Promotion of HSE in the international educational space on MOOC platforms.Entering the market of online courses.Attracting foreign enrollees. | KPI: Number of MOOCs developed and added to the corresponding platforms |

## Addenda

### Methodology for Calculating Target Indicators

**Methodology for Calculating Target Indicator 2**

The number of articles in Web of Science and Scopus databases (unduplicated) per faculty member.

The ratio of the number of published articles in international peer-reviewed journals indexed by Web of Science and Scopus databases (unduplicated) during the reporting year and the two preceding years to the number of faculty members during the reporting year.

The Web of Science database is available on the site <http://www.thomsonscientific.com/cgi-bin/jrnlst/jloptions.cgi?PC=master>.

The Scopus database is available on the site <http://www.scopus.com/home.url>.

The term "published articles" refers to all publications affiliated with the university.

The "number of faculty members" refers here and below to the average number of university faculty and staff members (professors, lecturers, and researchers) over the reporting year, including part-time faculty members but excluding temporary employees.

**Methodology for Calculating Target Indicator 3**

The average citation index per faculty member, calculated on the basis of all the articles indexed by Web of Science and Scopus (unduplicated).

The ratio of the total number of citations over the past 5 years of articles in international peer-reviewed scholarly journals indexed by Web of Science and Scopus (unduplicated: in the case of articles that are indexed by both Web of Science and Scopus, one takes the bigger citation number of the two) to the total number of faculty members in the reporting year.

**Methodology for Calculating Target Indicator 4**

The percentage share of international professors, lecturers and researchers (including Russian citizens with PhDs from foreign universities) in the total number of faculty members.

The ratio of the number of international professors, lecturers and researchers (including Russian citizens with PhDs from foreign universities) to the total number of faculty members in the reporting year, expressed as a percentage.

**Methodology for Calculating Target Indicator 5**

The percentage share of international students (including students from CIS countries) studying in core educational programmes.

The ratio of the total weighed body of students from foreign countries (including CIS countries) to the total weighed student body (excluding students in disciplines to which international students are not admitted), expressed as a percentage.

Here and below, the weighed student body is calculated by the formula a + (b × 0.25) + ((c+d) × 0.1), where a is the number of full-time students as of October 1 of the reporting year; b is the number of part-time/distance (evening) students as of October 1 of the reporting year; c is the number of distance students as of October 1 of the reporting year; and d is the number of students in external degree programmes as of October 1 of the reporting year.

**Methodology for Calculating Target Indicator 6**

The average USE (United State Examination) score of university students admitted for full-time study on federal grants and scholarships in bachelor's and specialist programmes.

The ratio of the sum of the average USE scores of students admitted on the basis of United State Exams for full-time study on federal grants and scholarships in all disciplines of bachelor's and specialist programmes multiplied by the number of students admitted on the basis of United State Exams for full-time study on federal grants and scholarships in all disciplines of bachelor's and specialists programmes to the total number of students admitted on the basis of United State Exams for full-time study on federal grants and scholarships in all disciplines of bachelor's and specialist programmes, expressed in points.

**Methodology for Calculating Target Indicator 7**

The percentage share of revenues from non-government sources in the overall makeup of university revenues.

The ratio of the amount of university funds stemming from non-government sources over the reporting period to the total amount of university funds over the reporting period, expressed as a percentage.

**Methodology for Calculating Target Indicator 8**

The ratio of the total amount of implemented research & development (in thousand rubles) during the reporting year to the number of faculty members.

**Methodology for Calculating Target Indicator 9**

The ratio of the number of full-time students in master's and PhD programmes to the overall number of full-time students in bachelor's, specialist, master's and PhD programmes, expressed as a percentage.

**Methodology for Calculating Target Indicator 10**

The ratio of the number of credits received by bachelor's, master's and PhD students during the academic year that ended in the reporting year by participating in research, project and innovative activities to the total number of credits in core educational programmes taught during the academic year that ended in the reporting year.

**Methodology for Calculating Target Indicator 11**

The ratio of the number of educational courses, excluding the discipline "Foreign Language (English)", taught in English in higher educational programmes and worth more than two credits each to the total number of educational courses worth more than two credits, excluding the discipline "Foreign Language (English)", taught in higher educational programmes during the reporting year, expressed as a percentage.

**Methodology for Calculating Target Indicator 12**

The ratio of university expenditures planned for the reporting year in the section of strategic initiatives of the Global Competitiveness Programme of the development budget to total university expenditures during the reporting year, expressed as a percentage.

1. Social sciences and economics are disciplines that support development of models and technologies in social, economic humanitarian and information domains. [↑](#footnote-ref-1)
2. This rating has only 50 places. [↑](#footnote-ref-2)
3. This rating has only 100 places. [↑](#footnote-ref-3)
4. This rating shall provide a supplementary assessment of HSE's publishing activity in the field of economic analysis. [↑](#footnote-ref-4)
5. Sources outside of planned government funding of education and research. [↑](#footnote-ref-5)
6. Data for the whole university. The income base of the financial model was calculated with a view to the future transition to the normative per capita financing of state services and the implementation of a system of differentiated norms for leading universities. [↑](#footnote-ref-6)