



NATIONAL RESEARCH  
UNIVERSITY

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# ACADEMIC DEVELOPMENT AT HIGHER SCHOOL OF ECONOMICS

GUIDE







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## Academic Development at Higher School of Economics



Academic development includes not only investing into people's professional competences (though it is very important too) but also establishing links, networks connecting individuals as citizens of the academic world. Besides that, it means making them more involved into the life of the institution. In other words, it is a complex development of the academic environment not only at the local level but also as an integral part within the general scope of the global academic market. Atomized actors, even the most professionally competent ones yet not connected to each other within a dense network appear not to be able to create the academic environment of a university.

That is why networking with other universities, both national and abroad, is so important. The approach features mutually beneficial relations: an innovative system build at a university will certainly provide positive externalities. Such relations ensure the transplantation of academic practices.

Let's consider teaching assistants, for example. We weren't the first to come up with the idea; such practice is common to many universities abroad – we have just built this tool so that it addresses our needs in the best possible way. For us,

teaching assistants aren't the mere way to shift partially the professors' routine to the assistants or just to diversify the teaching process with some new elements, which the professors don't often have time for. It is also a way of creating conditions for the students who are interested in teaching to become familiar with the profession at an earlier stage.

Or let's take research centers for young scholars at HSE. There is a high demand for them, they are growing in number, and some of them are being improved to reach higher professional level, expand their scope and start working on new problems. Here we have created a very flexible tool that adapts easily to the changing institutional conditions.

For example, when creating our system of research centers, we didn't try to change the frameworks of the overly-regulated chair system. Instead, we found a new niche not constrained by strict rules and regulations. This is the least conflict-inducing form of creating new system

unlike commonly used approach where something new is created at the expense of something old while the latter is unsuitable for the new conditions and just tends to hinder changes – exactly because of its old nature. Therefore innovations are all about finding such niches.

To what extent is human factor crucial for innovation at HSE? And to what extent does it relate to the institutions? In my opinion, it is not impersonal, formal institutions that play the major role for us. People are the most vital factor for us; it is people who help us grow in the first place. We engage good people into our team, and generally, they fit in well. That means we are going forward.

Is such an approach risky? Surely. But the worst risk we can take is ceasing development as whenever it occurs the redistribution begins immediately – it is a zero-sum game that causes conflicts. We do have to avoid zero-sum games by exploring new opportunities and finding new niches.

YAROSLAV KUZMINOV,  
HSE Rector

# HSE Recruitment Policy



Higher School of Economics has a well-tailored recruitment policy based, among other things, on the competitive selection tools and international recruiting of faculty.

## COMPETITIVE SELECTION OF FACULTY

HSE faculty are highly-skilled academic professionals both from Russia and from Western universities. All faculty members at HSE are recruited on a competitive basis. A worthy candidate is determined through secret ballot at the Senate's meeting. According to the existing regulations, only candidates for professorship are discussed by the Senate; the rest of candidates are discussed by the departments' academic councils.

HSE faculty vacancies are published in the media; the competition is open, so that all qualifying candidates can apply.

## EMPLOYMENT CATEGORIES AND SELECTION CRITERIA

Possessing published scientific papers is a general requirement for each candidate. However, the more important the vacancy is, the higher are the requirements for the quality and number of publications. So far, the only exceptions are assistants, lecturers and senior lecturers at the foreign languages chairs at different departments.

Besides that, the candidates must match some more criteria.

Only a person with a doctoral degree, holding a title of **professor** or associate professor may seek the position of professor. An exception is made for candidates who have neither the degree nor the title but who possess at least 10 years of teaching experience, or who are prominent practitioners holding a candidate of sciences (PhD) degree.

A candidate having a title of associate professor, or a candidate of sciences (PhD) degree plus academic and teaching experience of no less than three years may seek the position of **associate professor**. In rare cases, such a position may be given to prominent practitioners without any title or degree.

People with a university degree and academic & teaching experience of no less than three years may apply for the position of **senior lecturer**. Priority is given to PhD students.

Candidates with a university degree but without teaching experience may apply for the positions of **lecturer or assistant**. In this case, priority is given to those who have participated in research and consultancy projects in the past five years, who are in process of writing a dissertation in candidacy for a degree, or who have a master's or candidate of sciences (PhD) degree in the corresponding field.

## CONTRACT TERMS

Important: faculty members have to go through competition every time their contracts with HSE expire. That is to say, HSE specialists become contestants more than once. This is taken into consideration when determining the term of each new contract.

Those who have passed the competition for the first time sign a contract for no longer than one year. If a candidate passes the competition for the second time, he or she can sign a three-year contract. Starting from the third time, an up-to-five-years contract can be signed.

## INTERNATIONAL RECRUITING

Inviting successful researchers (including compatriots) already possessing a high reputation and research productivity, both from abroad and from various Russian universities and research centers, for full-time or part-time work is becoming an effective strategy for the quick increase of academic potential and advancement in international ratings.

In April 2004, the OECD produced an assessment of the internationalization of HSE. In general, while noting the commitment of HSE to the Bologna Process, the OECD regretted to state that research lagged considerably behind teaching in terms of international standards. In order to raise the academic standards of research, much less to be taken seriously as an international research university, it was clear that HSE academics would need to acquire the rigorous methodology and attitude toward research found in the world's best universities. And so began a process of turning to the international job market to hire full-time staff who could impart such knowledge to students and staff alike.

CURRENTLY THERE ARE MORE THAN 40 LECTURERS WITH PHDS FROM WESTERN UNIVERSITIES WORKING AT HSE.

Even earlier, HSE hired a few academics from foreign universities on an ad hoc basis, mostly Russians who had acquired Western PhDs and for various reasons desired to return. However, a more systematic effort to recruit both Russians and foreigners for permanent positions at HSE from the international market only began in earnest in 2009.

From a formal point of view, HSE established a Recruitment Policy Committee under the first deputy rector and appointed the Center for Advanced Studies, a university-level structure, to promote international standards of academic achievement, to coordinate the recruitment ef-

fort. This initial approach to rely on a central university effort for international recruitment reflects both the relatively low level of experience with the process among the HSE faculty and the need to prioritize these university's goals and to ensure that they are pursued to the best effect.

HSE's aim is ambitious: to promote international standards of research and of academic excellence in the social sciences as evidenced by publications in high-citation, peer-reviewed journals. As a part of this effort, it seeks to recruit professors with PhDs awarded by prominent research universities.

The HSE recruitment effort is modeled in accordance with the approach common to many international research universities where

individual academic committees for each discipline screen applicants on the basis of scholarship.

HSE constantly extends the practice of inviting faculty with internationally recognized qualifications (with PhDs from world's leading universities). The approach makes possible bringing international academic culture to the university thus facilitating HSE's integration into the global academic space.

PROCEDURES AND ADVERTISEMENTS FOR FACULTY VACANCIES ARE POSTED ON THE CAS WEBSITE: [WWW.CAS.HSE.RU](http://WWW.CAS.HSE.RU)



## Young Faculty Support Program (Group of Young Academic Professionals)



### STRUCTURE OF THE YOUNG FACULTY SUPPORT PROGRAM

Young faculty support program is an annually renewed group of young academic professionals. It includes young faculty – both lecturers and researchers, and there's a specially devised program aimed at adapting and developing their professional skills. Members of the group get extra opportunities to improve their skills, establish new professional contacts, and adapt to the university's academic life. There is also a system of starting grants.

#### THE HIGH-POTENTIAL GROUP INCLUDES SEVERAL CATEGORIES OF MEMBERS:

«**Future professoriate**». These are young (under 35) and most academically promising lecturers. One of the major features of this group is that each member possesses a candidate of sciences degree or a PhD from a Western university.

«**New lecturers**». These are young lecturers (under 30) who are starting their work at HSE and who don't have more than 24 months of full-time teaching experience at university level.

«**Future lecturers**». These are the best undergraduate and PhD students who have proven themselves in research and studying (they actively participate in academic events and show good results in class).

«**New researchers**». These are the employees who have been doing research at HSE research centers for young scholars and Institutes full-time for no longer than 24 months.

#### CONTACT:

<http://academics.hse.ru>

E-mail: [academdevelopment@hse.ru](mailto:academdevelopment@hse.ru)

*«After two years with the young faculty support program, I can assure that its projects do open new professional prospects. Understanding the importance and peculiarities of publications in international journals, communicating and developing joint projects with our colleagues from the branches, finding and applying interesting teaching tools – this isn't by far the complete list of available opportunities.»*

MILANA KHACHATUROVA,  
Lecturer at the Chair  
of General and Experimental Psychology

## SELECTION FOR THE YOUNG FACULTY SUPPORT PROGRAM

Each year chairs/research centers/research institutes collect applications to the talent pool. Special criteria are taken into consideration when evaluating the candidates for each of the talent pool categories.

### «FUTURE PROFESSORIATE»:

- high quality of teaching (high rating by the students, high level of the courses' syllabi, development of their own lecture notes and teaching materials);
- active research (scientific publications, materials for writing a dissertation in candidacy for a degree, participation in conferences, awards in research contests);
- high language skills.



**«NEW RESEARCHERS»:**

- successful completion of the individual study plan (for PhD students);
- active research (scientific publications, preparation for entering a PhD program (for students), materials for writing a dissertation in candidacy for a degree (for PhD students), participation in conferences, awards in research contests);
- teaching experience (including grading papers and developing educational materials).

**«FUTURE LECTURERS»:**

- high academic performance (for students);
- successful completion of the individual study plan (for PhD students);
- active research (scientific publications, materials for writing a dissertation in candidacy for a degree, participation in conferences, awards in research contests);
- teaching experience.

**«NEW LECTURERS»:**

The main condition for selection is matching the age and work experience criteria. Selection to the «New lecturer» category isn't competition-based.

HSE employees can be listed in one category of the young faculty support program for two years. An important requirement is that they stay academically active.

At the end of each year, members of the group provide reports about their research achievements, participation in the contests organized within the program, attendance of advanced trainings, etc. Appointment commission of the Senate makes decision on whether this or that candidate can remain with the young faculty support program for another year basing on his/her individual report.

The lineup of each year's young faculty support program is approved by HSE rector.

*«Visiting workshops provide a great opportunity to get to know our colleagues and their work. It's useful when analyzing one's own work, it raises determinations because you see how other people manage to implement some most surprising ideas. On completing the workshop, I get some ideas for the contests too, and I can't wait to share them with the colleagues from my department. Communication with university administration during the workshop is one of the most practically important elements of the program.»*

**DARIA BERDNIKOVA,**  
lecturer at the Chair of the English Language,  
Department of Management

**ADDITIONAL INFORMATION:**

Description of the selection process to the young faculty support program:  
<http://academics.hse.ru/aim>

Current lineup of the different categories of the young faculty support program:  
<http://academics.hse.ru/group>

## YOUNG FACULTY SUPPORT PROGRAM PROJECTS

### VISITING WORKSHOPS

Each year members of the program get an opportunity to participate in the visiting workshops that take place in the Moscow region. They get to know each other in an informal atmosphere, establish professional contacts, share experience with their colleagues and university administration. This is how an integral understanding of the university's development paths and personal career prospects is formed. During the workshops, the members of the program can take part in discussions and masterclasses and learn about the existing professional development tools (grants, internships, mobility program). This helps the members participate in the university life more actively and plan their academic careers.

In 2010, the following executives participated as experts in the visiting sessions of the young faculty support program: HSE Rector Yaroslav Kuzminov, First Vice-Rector Vadim Radaev, Vice-Rector Sergey Roshchin, Vice-Rector Isak Froumin, Director for Academic Development Maria Yudkevich, Finance Director Elena Yudina, Director of the Development Program of National Research University – Higher School of Economics Irina Karelina, PR Director Valeria Kasamara, Executive Director of the Educational Innovations Fund Oxana Chernenko.

**Proactive educational projects contest** was created specifically to help lecturers, PhD and undergraduate students set forward any initiatives aimed at methodological, organizational, informational and educational support of young lecturers. The contest has already

*«It's just my second year at HSE but I've already had an opportunity to establish so important professional contacts due to my win in the interdisciplinary seminars contest. While preparing for the seminar, we managed to unite people from Moscow, Saint-Petersburg and Nizhny Novgorod, and it turned out that our colleagues find our topic interesting too. We started having this feeling of involvement, of belonging to the university's academia.»*

**YULIA PAPUSHINA,**  
Associate professor  
at the Chair of General Management (Perm)

brought up educational materials, courses, and interdisciplinary conferences. There are several interesting initiatives among those already developed as a part of the contest: teacher's manual and a course for lecturers Case-Method in Teaching; teacher's manual for corporate network capital analysis; a concept for engaging PhD students into research and helping them improve their dissertation level, etc.

**Interdisciplinary research seminars contest in the HSE branches** is based on the idea that, by joining their efforts, members of the young faculty support program from various departments can develop and organize an interdisciplinary seminar and engage their colleagues into it. Seminars take place at different HSE branches. During such seminars, faculty members, PhD and undergraduate students from Moscow together with their colleagues from HSE branches discuss important research, educational and applied problems in an interdisciplinary perspective.

A group that represents various departments and categories of the young faculty support program and at least one of HSE branches can apply.



## IN 2010, THE FOLLOWING INTERDISCIPLINARY SEMINARS TOOK PLACE AS A RESULT OF THE CONTEST:

**Interdisciplinary Studies of Ethnicity**, led by Vlada Baranova (Department of Sociology, Saint-Petersburg branch)

**Urban Development: Sociological, Marketing and Management Dimensions**, led by Yulia Papushina (Department of Management, Perm branch)

**Increasing State-Provided Services Efficiency at Subfederal Level within the Modernization Framework of Public Administration**, led by Ekaterina Babenko (Department of Management, Perm branch)

**Informational Resources Management and Company Value: An Interdisciplinary Approach to IT**, led by Yury Kupriyanov (Department of Business Informatics)



## BENEFITS OF THE YOUNG FACULTY SUPPORT PROGRAM

**What is young faculty support program? It is:**

- a way to forward academic activities through various contests and workshops;
- a system of starting grants for young lecturers and researchers;
- a opportunity to reman the faculty with new, promising specialists: young faculty support program projects help reveal those most active and help them develop their potential and secure a stable position at the university;
- a way to nourish already existing professional contacts among representatives of different departments and branches and establish new ones. This is reached through interdisciplinary seminars and other projects aimed at supporting joint work of the faculty from different departments, branches, and categories;

*«Contests held as a part of the program provide a way to develop one of the most important skills – research skills. Projects organized by the program help form a stable system of students' academic development at the university; they help «bring up» a whole constellation of research-oriented graduates. It is a great stimulus for further self-fulfillment in teaching and research.»*

**MARINA PREDVODITELEVA,**  
Associate professor at the Chair of General  
and Strategic Management

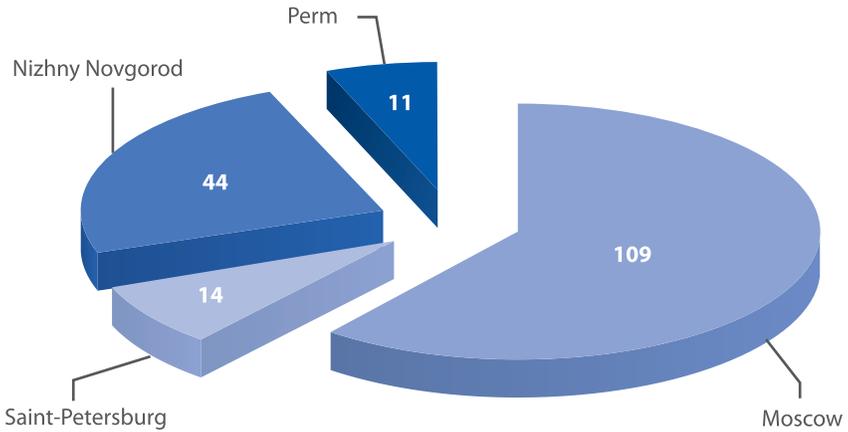
- an opportunity to get to know HSE's benefits in detail at the very beginning of one's career: members of the program are young HSE employees, who are actively involved into the university's academic life, who get acquainted with university administration, and who learn about the development opportunities from the very first career steps;
- a unifying element of corporate culture that eliminates communication barriers between departments;
- «teaching through action»: young specialists acquire project-, contest- and course-development experience.

MORE THAN 100 PEOPLE APPLIED TO THE CONTESTS ORGANIZED BY THE YOUNG FACULTY SUPPORT PROGRAM IN 2010. MORE THAN 40 MEMBERS OF THE PROGRAM WERE AMONG THE WINNING GROUPS.

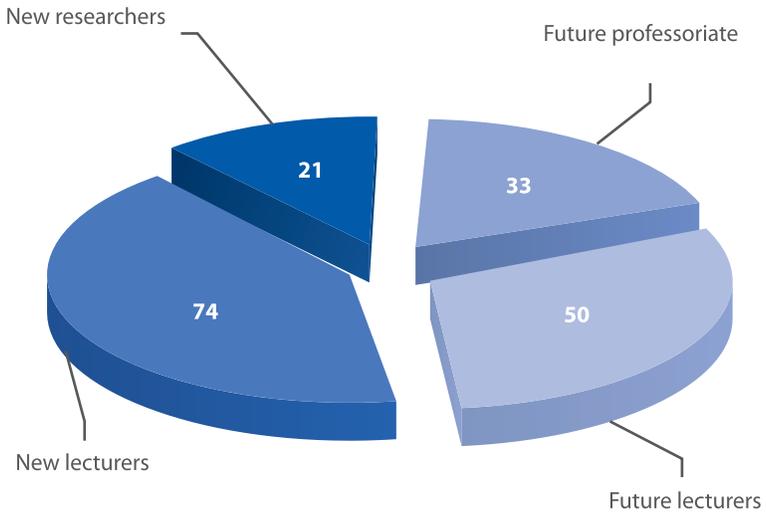
**ADDITIONAL INFORMATION:**

Young faculty support program contests:  
<http://academics.hse.ru/contest>

### NUMBER OF PEOPLE IN ALL THE CATEGORIES OF THE YOUNG FACULTY SUPPORT PROGRAM BY CITY (2010)



### NUMBER OF PEOPLE IN EACH CATEGORY OF THE YOUNG FACULTY SUPPORT PROGRAM (2010)



## Research Centers



### GENERAL IDEA

Research centers for young scholars, or Labs, are structural units within HSE, research institutes, and departments. They include research faculty, lecturers and young researchers (undergraduate and PhD students), all of whom work in a specific field.

The first center of this kind was created at HSE in 2005. Today, there are 24 such centers. They work in a wide circle of disciplines: economics, finance, law, IT, psychology, sociology, political science, etc.

### CONTACT:

<http://academics.hse.ru/idea>

E-mail: [academdevelopment@hse.ru](mailto:academdevelopment@hse.ru)

## WHAT LABS ARE CREATED FOR:

- To provide opportunities for talented academia-oriented youth to get involved into research at university level at the earliest age.
- To integrate research results into educational process.

## LABS FEATURES:

Young researchers gain experience with large-scale research projects; PhD and undergraduate students get more freedom and real responsibility at the same time. Working at a Lab helps them write a serious thesis, term paper, or dissertation.

Lab employees not just do their research but teach students too: they work at the university's departments, prepare educational materials,

*«A Lab is an ideal way for those who want to work without prejudice to studying. In our research center, we apply the knowledge learnt as part of our taught courses, improve data collection and data analysis skills, as well as the skill of working with scholarly literature and HSE e-resources. But the most important thing is that we master academic writing skills. Responsible, deep-thinking and research-inclined people stay with us.»*

OLGA PAVLENKO,  
research intern

at the Lab for Social Psychology Research



and teach and give advice to their young colleagues too. This way, the colleagues manage to develop and apply their professional skills both as students and as researchers.

## ACADEMIC GROWTH POINTS IN LABS

### LABS OFFER VARIOUS TYPES OF WORK DURING THE YEAR:

- Research seminars that are now considered to be a kind of a «trademark» of HSE Labs. That's what most of their work is about. Lab members share preliminary results of their work, present final results, discuss future publications, organize discussions. The seminars arranged jointly by several Labs have become very popular.
- Meeting invited experts – both practitioners and fellow researchers from other universities and organizations. Lab members get a chance to share the results of their research and to learn more about applied areas.
- Scientific publications are one of the main criteria for evaluating Lab efficiency. Lab members work a lot to prepare and write scientific papers presenting the results of their research. This is how a high level of academic activity is maintained and how researchers get more chances to receive academic premiums (additional motivating bonuses).

Anyone can take part in the events organized by research centers for young scholars, and attending such seminars and meetings often becomes the first step to working there.

## LABS MISSION

Research centers for young scholars open new development opportunities both for their employees and the university.

### BY OPENING RESEARCH CENTERS FOR YOUNG SCHOLARS:

- the conditions to encourage lecturers and employees to carry out their research,
- the specialized areas of research (through departmental Labs), as well as fundamental and interdisciplinary research (through university-level Labs);
- the academic career institution.

*«I've been working at the Lab for Institutional Research since 2006. It has changed a lot since then, and it's still changing, I guess. We've grown in number, we've become more serious. But I can assure you that, just like five years ago, the most important thing about our research center is people. People who we have to work with, people whom we can always turn to with a difficult problem. People you have been with for five years, and people who don't work with us anymore, or people who have just joined us. There are always people at our research center that you want to work with, that are great to have fun with, who can teach you something and who are willing to learn. This is what's very important for me, and what is crucial for our center's professional growth, I think.»*

ANNA BALSEVICH,  
junior researcher at the Lab for Institutional  
Analysis of Economic Reforms

*«Research centers for the young stimulate you to study; you work within some visible horizons. You come to understand what is applicable and what is purely theoretical, which, in its turn, helps organize the time that you devote to studying and work, and even your personal time too.»*

**EKATERINA KULDINA,**  
BA in sociology,  
research intern at the Lab for Sociology  
of Science and Education

#### LECTURERS AND LAB RESEARCHERS CAN:

- skip the gap between teaching and research,
- move to a new professional level in research: from the personal to the structural level,
- share their experiences with their younger colleagues and form promising research groups in their spheres of interest.

#### UNDERGRADUATE AND PHD STUDENTS WHO AFFILIATE WITH LABS:

- acquire research competences,
- get an opportunity to engage into full-scale research at an early stage,
- work under the supervision of the university's leading researchers.



## HSE RESEARCH CENTERS FOR YOUNG SCHOLARS

### UNIVERSITY-LEVEL CENTERS

Lab of Decision Analysis and Choice (headed by Fuad Aleskerov)

Lab of Research in Business Communications (headed by Iosif Dzyaloshinsky)

Lab of Experimental and Behavioral Economics (headed by Alexis Belianin)

### DEPARTMENT OF ECONOMICS

Lab of Labor Market Studies (headed by Sergey Roshchin)

Lab of Inflation Problems and Economic Growth Research (headed by Revold Entov)

Corporate Finance Center (headed by Irina Ivashkovskaya)

Lab of Macroeconomic Analysis (headed by Lev Lyubimov)

Lab of Financial Engineering and Risk Management (headed by Sergey Smirnov)

### DEPARTMENT OF POLITICAL SCIENCE

Lab of Political Studies (headed by Valeria Kasamara)

### DEPARTMENT OF PSYCHOLOGY

Lab of Social and Psychological Studies (headed by Nadezhda Lebedeva)

### DEPARTMENT OF LAW

Lab of Theoretical Research in Law and State (headed by Vladimir Chetvernin)

Lab of Informational Law (headed by Irina Bogdanovskaya)

### DEPARTMENT OF SOCIOLOGY

Lab for Studies in Economic Sociology (headed by Vadim Radaev)

### DEPARTMENT OF MANAGEMENT

Lab for Network Organizational Forms (headed by Marina Sheresheva)

Institute for Theoretical and Historical Studies in the Humanities

Center for Fundamental Sociology (headed by Alexander Filippov)

### INTERNATIONAL COLLEGE OF ECONOMICS AND FINANCE

International Lab for Financial Economics (headed by Carsten Sprenger)

### CENTER FOR INSTITUTIONAL STUDIES

Lab of Institutional Analysis (headed by Maria Yudkevich)

Lab for Institutional Dynamics Analysis and Modeling (headed by Grigory Andrushchak)

Lab for Applied Analysis of Institutions and Social Capital (headed by Leonid Polishchuk)

### INSTITUTE OF DEMOGRAPHY

Lab for Socio-Demographic Policy (headed by Anatoly Vishnevsky)

### HSE BRANCHES

Lab of Investment Analysis (Perm, headed by Andrey Emelyanov)

Lab of Quantitative Economic Analysis and Economic Modeling (Nizhny Novgorod, headed by Andrey Silaev)

Lab for Theory and Practice of the Decision-Making Support Systems (Nizhny Novgorod, headed by Eduard Babkin)

Lab for Sociology of Science and Education (Saint-Petersburg, headed by Daniil Aleksandrov)

#### ADDITIONAL INFORMATION:

About research centers for young scholars:

<http://academics.hse.ru/idea>

Labs websites see at:

[http://academics.hse.ru/lab\\_list](http://academics.hse.ru/lab_list)

## Project Centers



### GENERAL IDEA

One of HSE's key goals is to increase its graduates' competitive power on the labor market. This is reached partially with the help of research projects: since 2009, HSE has been applying a system of project groups (PGs) and project centers (PCs).

Young specialists (undergraduate and PhD students) do research for external customers (businesses, state institutions, foreign companies) under the supervision of HSE experts who combine research with practice. PG and PC results present successfully completed projects. Information about their progress and the students' findings is shared at conferences and seminars, as well as through publications.

### CONTACT:

[http://pul.hse.ru/PUG\\_idea](http://pul.hse.ru/PUG_idea)

[http://pul.hse.ru/PUL\\_idea](http://pul.hse.ru/PUL_idea)

E-mail: [academdevelopment@hse.ru](mailto:academdevelopment@hse.ru)

**Project group** is an impermanent group of young specialists and practicing researchers created to work on a project for 4 to 10 months.

Project groups are created on a competitive basis. Several factors are taken in consideration when evaluating a project group application, including: qualifications of its leaders; availability of a team of young researchers; opportunities for students to acquire practical skills and competences when carrying out the project; availability of a customer willing to finance the research.

**Project centers** are a logical continuation of project groups. project centers are created basing on successful project groups.

Unlike project groups, project centers are long-term structural units of HSE and its departments thus possessing a limited number of staff.

## DETAILS

Project group and project center **staff** can include faculty members, PhD and undergraduate students either from HSE or other universities.

Project group staff doesn't have to remain unchanged and can be renewed as it isn't necessarily limited to those who joint the group initially. Project groups and project centers can also involve external experts as project leaders or workshop participants.

**Customers** can be represented by both national and foreign businesses and non-profit organizations.

The customers **finance** the projects together with HSE. This way, the customer can benefit from lower costs while the university students improve their theoretical knowledge through practice, the graduates gain project-work experience thus improving their competitive power on the labor market.

One of the most important aims of project groups it to engage students and undergrads into practical, real-life work, to develop their project-work skills, to underpin their theoretical knowledge with practical experience and professional contacts.

Project work opens wide opportunities for student-faculty collaboration. Young specialists adopt their supervisors' experience and take a shot at real-life work.

*«Basically, commercial relations provided by the project conditions weren't secondary to the educational process – they fully integrated into it. We have created a whole database of cases and examples of creative solutions for several courses, including Brand Managemekunt and Strategic Marketing. The main outcomes for the students were acquisition of a unique professional experience, key competences and creative practical skills, as well as an opportunity to feel oneself a professional. What makes an expert distinct from a layman is, primarily, the understanding of the job's inner nuances and details. Proficiency doesn't come during the lectures – it comes as a result of professional experience. This is way the educational impact of such types of work is much bigger than that of any case-studies or ordinary trainings projects. It is especially clear when you look at the students who participate in project groups for the second time.»*

KIRILL MIKITYANTS,  
professor at the Chair of Management at HSE  
(Saint-Petersburg)



While working on the customers' commissions, young specialists also fulfill some educational goals: they prepare reality-based study cases; prepare term papers, theses, master's dissertations; organize masterclasses with invited experts; create internship opportunities for both undergraduate and graduate students. This is how educational, project and research components are integrated into the study process.

*«By virtue of our collaboration with a HSE project group, our agency now has an excellent page on Facebook and more than 500 followers on Twitter, and famous bloggers cite the articles on the new media written by university specialists.»*

**NATALYA GLADKIH,**  
Agency Grand-Prix (Moscow),  
Executive Director

**At the moment, project groups and project centers have been commissioned to do their research in the following spheres:**

#### **MARKETING AND ADVERTISING:**

- Advertising research (advertisement tools efficiency analysis in the promotion of brands, services, or products)
- BrandBooks development (developing Russian-, English- and German-language brands. Drafting camera-ready copies of the basic and additional elements of the brands)

#### **STATE PROCUREMENT:**

- Electronic trading assessment (assessment of the operating electronic trading platforms. Drafting electronic bidding procedures)

#### **FINANCE:**

- Sector analysis in the financial market (assessing stock investment appeal on the Russian market)
- Financial institutions assessment (developing a model of complex efficiency & reliability assessment of financial institutions)

#### **HUMAN RESOURCES DEVELOPMENT:**

- Optimization of a professional development program (drafting and implementing a program that suits the customer's goals)

#### **SOFTWARE:**

- Shell program development (retail network efficiency analysis with the help of mathematical models)

## PROJECT WORK ADVANTAGES

Project work is aimed at several types of participants (the customers, the university, faculty, young specialists) with each of the participants gaining certain benefits.

#### **WHAT THE CUSTOMER GAINS:**

- A substantial decrease in costs: the projects are co-financed together with HSE
- Individual approach: PGs and PCs can complete the projects that other specialized organizations are reluctant to contract
- Guaranteed novelty of project results (fresh view + innovative solutions by the young specialists + the leaders' experience)
- An opportunity to employ new, well-educated graduates with relevant work experience who already proved themselves and so match the company's requirements and can fit in easily

#### **WHAT DOES THE UNIVERSITY GAIN FROM PROJECT WORK?**

- «Expert source» status in various spheres
- Project-based institutional partnerships with the representatives of the real sector
- Development of the academia through the extension of research centers system
- Graduates' increased competitive power on the labor market

#### **FACULTY GET AN OPPORTUNITY:**

- to continue doing practical work and solve real problems that are not simplified for educational needs
- to find assistants, followers, future colleagues among the students and to develop projects together (not only as part of the education process)
- to pass on their own experience to the young specialists

**UNDERGRADUATE AND PHD STUDENTS:**

- acquire real-life experience and so enrich their CVs
- acquire practical skills
- adapt to the modern labor market conditions, understand what employers need.

*«I believe that we all contribute directly to the development of research university. Students have an opportunity to work within the professional community not at conferences or masterclasses, which is useful too, but by participating directly in the business communication, by developing investment strategies or materials for private investors at the market.»*

**TAMARA TEPLOVA,**  
project center leader,  
professor at the Chair of Stock Market  
and Investment Market at HSE



## HSE PROJECT CENTERS

PC Innovative Systems Management (headed by Eduard Fiyaksel)

PC for Anti-Corruption Policy (headed by Elena Panfilova)

PC University Development (headed by Maria Dobryakova)

PC for the Analysis of Financial Markets (headed by Tamara Teplova)

PC for Municipal Administration (headed by Simon Kordonsky)

### ADDITIONAL INFORMATION:

[http://pul.hse.ru/PUG\\_idea](http://pul.hse.ru/PUG_idea)

Project centers websites see at:

[http://pul.hse.ru/PUL\\_list](http://pul.hse.ru/PUL_list)

## Teaching Assistants



One of the most pressing problems for any university's faculty is heavy teaching loads. But not all routine tasks – e.g., preparing and grading tests do not require high professional qualifications and can easily be done by students. In 2010, student-faculty collaboration at HSE expanded through the Teaching Assistants project.

### THE IDEA BEHIND TEACHING ASSISTANTS

Lecturers can offer part of the work on specific disciplines to HSE undergraduate and PhD students (no more than two).

**Future teaching assistants are selected on competitive basis; they have to match certain criteria:**

- Students should possess either «excellent»/«pass» for the course they are offered to support or a recommendation from their chair.
- PhD students should possess a recommendation from the chair that offers the course.

### CONTACT:

<http://www.hse.ru/org/hse/iff>

E-mail: [ochernenko@hse.ru](mailto:ochernenko@hse.ru)

## TEACHING ASSISTANTS' FUNCTIONS

Teaching assistants' responsibilities and opportunities partially include those common to faculty:

- preparing and grading tests,
- helping lecturers during classes and consultations,
- devising home tasks for students, as well as case-studies, business plays, tests, trainings, computer-based experiments, etc.,
- supporting the lecturers' work (finding materials, data sources, equipment, survey results, etc.),
- participating in the developments of new educational elements,

- attending the classes of the chair's most experienced professors in order to learn more about teaching methods.

Teaching-inclined junior colleagues study the teaching process from inside.

*«Such assistants provide a certain freedom for the lecturers, who get an opportunity to intentionally choose who to talk to during seminars and to devote more attention to those experiencing difficulties with the tasks.»*

**SERGEI K. LANDO,**  
dean of the Department of Mathematics



## LECTURER'S RESPONSIBILITY

The teaching assistants' senior colleagues have an opportunity to partially free themselves from their routine tasks. The way the project is implemented requires that the lecturers participate actively in their assistants' work:

- by showing them teaching methods;
- by checking how their duties are performed;
- by supervising the materials found and prepared by the assistants;
- by providing work guidelines for the assistants;
- by controlling the assistants' personal level.

At the same time, supervision over a teaching assistant is counted as part of the lecturer's teaching load (50 hours per assistant).

## THE PROJECT'S MAIN RESULTS:

- redistribution and decrease of the faculty's teaching loads,
- a chance to introduce new elements to the educational process,
- involvement of the motivated undergraduate and PhD students into teaching,
- creation of a team that passes on its teaching experience and academic traditions.

*«Different students understand the same discipline at different levels, and each of them has his or her own way to reaching maximum understanding. Searching for the exact way to explain the material so that a certain student could understand it is the most interesting part of the job. The most difficult thing is establishing contacts with some students. Not all of them are prepared to be taught by their peers rather than grown-up professors. I'm not sure about other disciplines, but there's no doubt that teaching assistants are useful in mathematics.»*

LEONID MONIN,  
student

*«The lecturers now have an opportunity to do the things they were not able to get down to before, like publishing course materials online, renewing test databases, and inculcating «a taste for teaching» in those students who consider teaching careers. At the same time, the students have gained a unique chance to not only see the lecturer's «kitchen» but to participate in it too.»*

OXANA CHERNENKO,  
executive director  
of HSE Educational Innovations Fund

### ADDITIONAL INFORMATION:

Regulations of the Teaching Assistants contest by the Educational Innovations Fund:  
[http://bit.ly/assistant\\_about](http://bit.ly/assistant_about)

Regulations of the Teaching Assistants project:  
[http://bit.ly/teaching\\_assist](http://bit.ly/teaching_assist)

# Professional Development



Faculty competences development is supported through a HSE system of special taught courses and by encouraging faculty to take advanced trainings and professional examinations outside the university. The support is focused on research skills development programs, new educational tools programs, and the development of language skills. Administrators' capability development is focused on mastering administrative procedures and their software support, as well as communicational and project management skills.

Academic mobility support program is integrated into procedures of forming leading research centers and innovative companies. Priority is given to mobility within the framework of joint projects or integration into international networks.

## CONTACT:

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[mrozhkov@hse.ru](mailto:mrozhkov@hse.ru)

PROFESSIONAL DEVELOPMENT AT HSE  
INCLUDES:

- Professional skills development courses;
- Database and statistical analysis software courses;
- Faculty going to study at graduate and PhD programs in leading universities;
- Short- and long-term individual internships of HSE faculty at Western universities and research centers;
- Professional development programs for HSE branches through distant learning technologies (e.g., COMDI web-service, given the disadvantages of video-conferencing);
- Internal internships at HSE (for the faculty from contiguous departments and branches).

IN 2010, 1561 HSE EMPLOYEES TOOK  
PART IN VARIOUS PROFESSIONAL  
DEVELOPMENT PROGRAMS.



## Contact Information

### YOUNG FACULTY SUPPORT PROGRAM:

**Academic Development Office:**  
[academdevelopment@hse.ru](mailto:academdevelopment@hse.ru)

### RESEARCH CENTERS AND PROJECT CENTERS:

**Academic Development Office:**  
[academdevelopment@hse.ru](mailto:academdevelopment@hse.ru)

### PROFESSIONAL DEVELOPMENT:

**Center for Professional Development:**  
[ctt@hse.ru](mailto:ctt@hse.ru), [mrozhkov@hse.ru](mailto:mrozhkov@hse.ru)

### TEACHING ASSISTANTS:

**Educational Innovations Fund:**  
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### INTERNATIONAL RECRUITMENT:

**Center for Advanced Studies:** [mgilman@hse.ru](mailto:mgilman@hse.ru)









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