



"And now we welcome the new year,
full of things that have never been"

— Rainer Maria Rilke

The start of an academic semester marks both a new beginning and a recurring cycle which is known in advance. The HSE Look is also returning in the academic year 2015/16 in a new form: we hope that having more space will allow us to present more interesting materials to our readers.

In our autumn issue we continue the tradition of presenting the “big” faculties and introduce the readers to the Faculty of Business and Management. We also give the highlights of two things which invariably happen in the autumn: HSE Day and mid-term grading. Autumn is also the time to announce the next year’s April Conference, since HSE’s trademark event is accepting proposals until early November.

We would also like to focus on the novelties and present the new international faculty and visiting scholars – we hope that this will help you to meet new colleagues who share your research interests. The HSE Look is always glad to share examples of successful collaboration projects, and in this issue we focus on The Foresight Centre.

Yulia Grinkevich
Director of Internationalization

Removing the Borders: Education and Research in Business and Management

The Faculty of Business and Management encompasses three schools, four research institutes, one research center, and four professional development centers. The School of Business Administration, the School of Logistics and the School of Business Informatics have their own networks of academic partners and being part of one Faculty brings synergy possibilities to the fore.

Currently the Faculty has several Double Degree programmes – with University of Münster, University of Passau and University of Applied Sciences (Berlin) in Germany and with ESCP Europe in France and Lancaster University in the United Kingdom. It holds summer and winter schools, runs a ‘Business in Russia’ programme jointly with DAAD and the German Chamber of Foreign Trade and actively promotes exchange opportunities for students. Both in Russia and abroad students show impressive results: they win Case Competitions by Google Cup and Jaguar Game Changer, get invited to IBM’s Best Student Recognition event and to the Heidelberg Laureate Forum.

As for the development of the Faculty itself, Prof. **Nikolay B. Filinov**, Dean of the Faculty of Business and Management, shared the plans and the anticipated synergy of the merge of several Schools and institutions under one roof.

The Faculty of Business and Management was formed in early 2015 – what did the transformation bring in terms of research and education?

It is too early to say what synergy we can gain because the decision to form a new Faculty was taken only on January, 30 in 2015 and implemented in April. However, several positive consequences of merging into one faculty can already be noticed.

The School of Business Administration, the School of Logistics and the School of Business Informatics have a lot in common in terms of research interests. Of course, Faculties have no real “borders”, they do not have the power to divide people – but sometimes even such paper-thin borders prevent communication between people with similar research interests. For example, such a topic as project management has been developed for a long time by the School of Business Administration, but it is also of interest for the School of Business Informatics. In these two cases the spheres of application are different but in terms of the approach to project management they are the same, both refer to the Project Management Body of Knowledge, use the same software, etc. It is clear that the exchange of ideas, teaching experience, research results and best practices will be beneficial for both Schools.

Research of business models is another example of cooperation facilitated by the merge of different Schools into one Faculty. It's a buzzword of sorts right now in many spheres – strategic management research, teaching research, project management, and in strategic marketing. Business Informatics and Business Administration researchers are interested in business models. Such a modelling tool as system dynamics, developed by Jay Wright Forrester, is used in teaching by different departments – logistics, project management, strategic management, etc. These are only a few examples of how people have common fields of interests, use similar tools, and can enrich each other's knowledge through collaboration.

One of the ideas behind the faculty merges was not only to provide more opportunities for cooperation, but also to give more autonomy in terms of decision-making. How is that working out?

One of the benefits of the Faculty merge is that there is a chance of wider expertise of research results, applications for financial support of conferences, research projects proposals and so on. It provides conditions for a more objective and diverse approach in decision-making. We've already had a taste of that at several meetings of the Research commission of the Faculty, which can allocate resources for conference travel, organizing research seminars, conferences and summer schools. We learn to discuss and bring together views from different disciplines, conflicting priorities and values – it takes time but it is necessary for the greater autonomy of faculties and their academic communities.

What are the Faculty's plans for international recruitment of students and professors?

Out of the three Schools within the Faculty currently only the School of Business Administration has joined the University's program of international recruitment to hire faculty members. As far as international students are concerned, only the School of Business Informatics has launched a full-degree Master's programme taught entirely in English. Such complementary experiences are also an internal asset – different parts of the faculty will share their positive and negative experience with colleagues who are also interested in recruiting from the international academic market. Another sphere

where we see a lot of potential for synergy is partnerships with foreign universities: each School has had its own partners abroad, and this gives an opportunity for other colleagues also to join these collaborations.

Geographically speaking, where are the majority of your partnerships?

As far as international partnerships are concerned, it depends on the topic: logistics is traditionally strong in Germany, and we have many partners there. We also have strong ties with French universities, because they have been very important partners of Higher School of Economics since its establishment, and with the UK. We hope to bring together these networks of partnership and to create a closely connected and vibrant network of cooperation.

We also cooperate with all HSE campuses; as one integrated faculty we are easier to partner with on the topics of business and management than we were before as different entities.

Do you have any plans on opening more English-taught programmes?

Naturally, and we hope to use the experience of the School of Business Informatics, though it cannot be transferred automatically. There are certain stereotypes about the country's expertise, and while Russia is often thought of as having highly skilled IT specialists, it does not enjoy the same reputation in the sphere of management. This is not quite justified: we have many accomplishments in certain spheres of management. They concern large-scale complex projects (such as hosting the Olympic Games), management in emergencies or crisis situations and in creative projects (such as Sergei Diaghilev's Ballets Russes).

Nikolay Filinov is a Candidate of Sciences in "Mathematical and Instrumental Methods of Economics" and a Dean of the Faculty of Business and Management. Prof. Filinov was born in 1954 and graduated from S. Ordzhonikidze Moscow Institute of Management. He is active in professional and research associations both in Russia and abroad. Prof. Filinov is Member of the Editorial Advisory Board, of Management and Organization Review Journal, board member of the Global Business and Technology Association (USA), Member of Academy of Management and Academy of International Business.

End of Module: Knowledge Assessment and Grading at HSE

It's the time of the year where both students and professors are concerned with knowledge assessment: the end of the first module at HSE is coming up in the last week of October. The HSE Look previously wrote about the design of course syllabus, electronic Learning Management Support System (LMS) and Teaching Assistants in the issue 5(12) from May 2014 and covered top-10 features of Teaching at HSE, including the module structure, in the issue 4 (04) from September, 2013. To supplement the existing information on the system of exams and grading at HSE, we present

to you additional guidelines to help you navigate the knowledge assessment regulations at the university.

What's in the grade?

Each course has its own requirements for what knowledge and skills students should master – and how this comprehension should be tested. When designing a course syllabus, a teacher has a lot of discretion, but once it is approved for the academic year, it is not possible to go beyond the outlined course requirements.

HSE regulations presuppose three types of assessment which correspond with types of grades:

- **Routine assessment** is conducted during the module through in-class or independent work and results in a **cumulative grade**. Students should be informed of the results of any routine assessment within 10 working days. Each form of routine assessment has its “weight” in the calculation of the cumulative grade, and is defined in the course syllabus. Students cannot be denied access to the exam based on low performance in the routine assessment; however, the weights of cumulative and exam grades affect the range of grades which the students can receive if they neglect the course work.
- **Intermediate assessment** is held if a course lasts longer than one module – however, if the syllabus does not require such an assessment, it is not possible to hold an interim exam for the course. If in doubt about whether your course should be in the module’s exam session, consult with the **Study Office** of the programme at which you teach. **Students should be informed about the format** of the intermediate assessment at the start of the course and at least a week prior to the exam session. Midterm exams as well as final exams can be conducted in written or oral form, and each student’s examination time should not exceed 4 hours. If you have over 50 students in one course, Study Offices usually schedule at least two days in the session. The results of an oral exam are announced on the same day, and the grade for the written exams should be known within 5 days. Exam grade weighs between 20% and 80% in the overall grade, typically being 20-40%, which favors students who work diligently during the whole course over those who focus their efforts only on the examination.
- **Resulting (or overall) grade** is comprised of the **cumulative grade** and the **exam grade**, according to their weight in the syllabus. If the course lasts more than a module and has an intermediate assessment, the syllabus formula specifies the weights for each of the modules as well.

Absences, fails, and repeat exams

Before the exam the Study Office issues an **examination record sheet** which lists the students taking the exam. Students from other programmes which are taking your course and students from other universities who are on an exchange semester at HSE may be listed on separate sheets. Ideally, the examiner should fill in the cumulative grades, follow them up with the midterm or final exam grade and calculate the resulting final mark. However, sometimes things do not go according to plan: for example, a student might not show up for the exam or ask for an **absence due to health issues** right at the exam. What is the right **procedure to document it**?

The examiner should mark in the record sheet that the student was absent and not put any mark for the exam. If the student is asking to excuse them from exam, they should do so before the task is handed out. When the examiner gives the record sheet back to the Study Office, they will follow up with the students as to whether their absence can be considered excused (e.g. upon provision of an authentic medical note) or if this exam attempt is considered failed.

In case of failure students are entitled to two more attempts to pass the examination; students who have excused absence also get two attempts in addition to their original first exam attempt. However, repeat exam sessions can be held only in the sessions after the 2nd

and 4th modules, and cannot be held in the same exam session as the first attempt. It is important to remember that the second (and final) reexamination should be administered by a commission of at least three academic staff members, including the instructor who led the course. Only unsatisfactory marks (below 4 out of 10) can be the ground for retaking the exam – all other results cannot be improved and are final.

Plagiarism and cheating

Other cases which stand out of the normal assessment procedure are cheating and plagiarism. HSE students should adhere to the Code of Conduct (see <http://istudents.hse.ru/safety>), which includes academic integrity. Disciplinary penalties range from a reprimand or an unsatisfactory mark to expulsion from the University, in extreme cases.

Plagiarism is considered the most common type of violation and usually comes in two varieties: a direct copy of another person’s writing or a paraphrase, with some words being replaced without changing the original content. Unless such reproduction is properly attributed to the original author, students’ work cannot be considered acceptable. In order to aid instructors in the process of checking the originality of written assignments, HSE uses the “TurnItIn” system. In case you feel the need to use it, contact the Study Office of your programme for the details.

If you observed cheating or plagiarism, and lowered the grade or took other action against it, please, do not forget to inform the Study Office about it, as they might require a written note about it.

What can students appeal against?

It is no news that students are not always satisfied with the grade they receive, but that alone does not entitle them to appeal against the exam results. Procedural violations are another matter, though, and can be used as the grounds for questioning the grade; appeal complaints can be submitted by students within three days of the grade announcement in the following cases:

- The exam scope was larger than the content and questions described in the course syllabus;
- Mistakes in the questions/tests, incorrect or vague tasks;
- Violation of the exam procedure by the instructor;
- Disregard for the grading rules stipulated by the syllabus;
- Other circumstances which prevent the examiner from grading in an objective and impartial way.

Within three working days the appeal is considered by the commission comprised of the examiner and at least two more faculty members – the department or school which offers the course determines who will be on the commission. The meeting is held in the student’s presence and the appeal can be rejected if the student does not join the meeting; it is not an additional examination, so the student cannot be asked additional questions on the content of the course, only about the facts of the appeal against the exam procedure. After hearing out the student, the commission makes its decision in a closed meeting and can change the grade, if it finds the grounds of appeal convincing – the decision is documented.

In order to make the examination process transparent and clear to students and to minimize the cases of potential appeal, it is vital to brush up on the course requirements as they were announced at the start of the course and stipulated by the syllabus.

Welcome Aboard: International Recruitment News

HSE has been recruiting international faculty for several years now, but there are some novelties in 2015. As in previous years, some faculty members are hired for tenure-track, that is, a three year contract followed by a review and, with positive results, another three year contract with a review after which the faculty member can become tenured and employed by HSE indefinitely. HSE also recruits researchers for post-doctoral fellowships for one year, with a possibility of renewal. This year HSE has also recruited two faculty members for tenured position from the start: we are glad to congratulate new colleagues **Dmitriy Makarov** (PhD of London School of Economics in Finance) who joins the **International College of Economics and Finance** and **Vadim Vologodsky** (PhD of Harvard University) who joins **Faculty of Mathematics**.

We would also like to congratulate colleagues who passed their final and interim reviews this year: **Fabian Slonimczyk** (PhD of University of Massachusetts Amherst) and **Udara Peiris** (PhD in Financial Economics of University of Oxford), both Associate Professors at the **International College of Economics and Finance**, received tenured positions for their outstanding work at HSE.

Eight colleagues have successfully passed their interim reviews and continue their work at HSE:

Han Hyun Jeong,
Assistant Professor at the School of Business Administration
(Faculty of Business and Management);

Cemal Arbatli,
Assistant Professor at the Department of Theoretical Economics
(Faculty of Economic Sciences);

Kosmas Marinakis,
Assistant Professor at the International College of Economics
and Finance and at the Department of Theoretical Economics
(Faculty of Economic Sciences);

Ksenia Panidi,
Assistant Professor of the Department of Applied Economics
(Faculty of Economic Sciences) and Academic Supervisor of the
HSE/NES Programme in Economics;

Alexei Zakharov,
Assistant Professor at the Department of Theoretical Economics
(Faculty of Economic Sciences);

Vladimir Sokolov,
Assistant Professor at the International College of Economics
and Finance and Senior Research Fellow at the International
Laboratory of Financial Economics;

Ekim Arbatli,
Assistant Professor at the School of Political Science (Faculty of
Social Sciences);

Olga Mayorova,
Associate Professor of the School of Sociology (Faculty of Social
Sciences), Deputy Head of the International Laboratory for
Applied Network Research.

The HSE Look is glad to present newly recruited faculty so as to help colleagues connect with each other: in the October issue we present faculty members who start their work in tenure-track positions, and will introduce this year's post-docs in December.



Faculty of Computer Science (Moscow)

Bruno Frederic Bauwens,
PhD of Ghent University (Belgium), Assistant Professor at the **Big Data
and Information Retrieval School**

Attila Kertesz-Farkas,
PhD of University of Szeged (Hungary), Assistant Professor
at the **School of Data Analysis and Artificial Intelligence**



Faculty of Economic Sciences (Moscow)

Alexander Tarasov, PhD of Penn State University (USA), Assistant Professor at the **Department of Theoretical Economics**

Victoria Dobrynskaya, PhD of London School of Economics and Political Science (UK), Assistant Professor at the **Department of Finance**

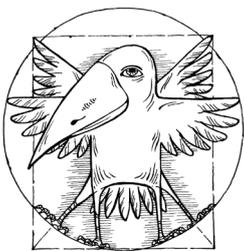
Luca Gelsomini, PhD of University of Warwick (UK), Assistant Professor at the **International College of Economics and Finance**

Dmitry Livdan, PhD of University of Pennsylvania and of The City University of New York (USA), Senior Research Fellow at the **International Laboratory of Financial Economics of the International College of Economics and Finance**

St. Petersburg School of Economics and Management

Yulia Paramonova, PhD of University of Michigan (USA), Assistant Professor at the **Department of Economics**

Sergey Slobodyan, PhD of Washington University (USA), Associate Professor at the **Department of Economics**



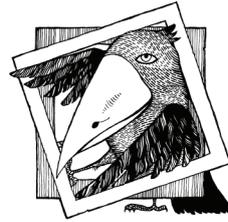
Faculty of Humanities (Moscow)

Oded Schechter, PhD of University of Chicago (USA), Assistant Professor at the **School of Philosophy**

St. Petersburg School of Social Sciences and Humanities

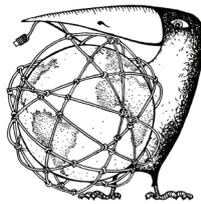
Seongsoo Choi, PhD of Yale University (USA), Assistant Professor at the **Department of Sociology**

Nikolai Ssorin-Chaikov, PhD of Stanford University (USA), Associate Professor at the **Department of History**



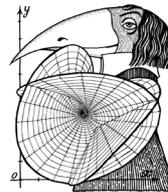
Faculty of Communications, Media and Design (Moscow)

Panagiotis Kompatsiaris, PhD of University of Edinburgh (UK), Assistant Professor at the **School of Media**



School of Management (Perm)

Aron Scott Spencer, PhD of University of California, Irvine (USA), Assistant Professor at the **School of Management**



Faculty of Mathematics (Moscow)

Alexandra Skripchenko, Candidate of Sciences of the Moscow State University (Russia), Assistant Professor at the **Faculty of Mathematics**



Faculty of Social Sciences (Moscow)

Natalia Karmaeva, PhD of Bielefeld University (Germany), Assistant Professor at the **Institute of Education**

Dionysios Zoumpalidis, PhD of University of Cyprus (Republic of Cyprus), Assistant Professor at the **Institute of Education**

Iftikhar Ahmad Lodhi, PhD of National University of Singapore (Singapore), Assistant Professor at the **Public Policy Department**

HSE Day: Celebration for the University and the City

For the fourth time HSE held a celebration for the city and the university community to mark the start of the academic year. Thousands of people joined the celebration on September 9, and HSE Day had something to offer for all audiences. Traditionally all the events started in the afternoon, at 2 p.m., with the exception of the “parental meeting” which began at midday: Vice Rector **Sergey Roshchin** and Director of the Degree Programs Department **Anna Korovko** were talking with parents of current and prospective students about studying at HSE and its specifics. Held in Gorky Park, the celebration attracted many guests; they could spend the day browsing various tents and places where HSE faculties and student organizations were presenting the opportunities they offer, playing table tennis and football – or going to networking events. HSE is proud to present its diversity and to offer an opportunity for its international students and faculty to join the celebration regardless of their knowledge of Russian. Student organizations held workshops and competitions which allowed visitors to speak the languages of the CIS countries and learn more about their cultures, and the Office of Internationalization organized two English-speaking places – HSE Open Talks lectures and a Russian Tearoom.

The idea of the **Russian Tearoom** is to bring out the knowledge about Russian culture which HSE’s international students and faculty possess through trivia games and to let the visitors try traditional pastry and tea. There were several “tracks” for the game itself, including an advanced level for Russian-speaking visitors. All the guests were also encouraged to write “HSE Wishes” for their fellow students and for the university itself.

HSE Open Talks builds upon the university’s tradition of public lectures, only in English – it is the second time they were held at HSE Day. Unlike last year, the talks were only half an hour long, which gave an opportunity to attract more speakers and to provide the audience with short and vibrant insights into various topics. Despite the occasional rain, both the audience and the speakers persevered. **Emiliano Catonini** from **International College of Economics and Finance**, **Matteo Feurra**, **Michael Rochlitz**, **Lodhi Iftikhar**, and **Tim Jaekel** from the **Faculty of Social Sciences**, **Yuval Weber** from the **Faculty of World Economy and International Affairs** engaged the students into lively discussions about (ir)rationality in economics, neuroscience, the role of China in global politics, innovations in public administration semi-legal markets in North Korea and the effects of public discourse on conversations with expats.

International Positioning of HSE

HSE has decided to place an extra emphasis not only on raising the quality of its academic programmes and research but also on increasing the international visibility of the university among the academic and expert community, as well as among potential students and employers. Such an endeavor requires, on the one hand, a centralized focus on promoting HSE and its attractiveness globally through both academic and marketing instruments. On the other hand, it means that each faculty, school, laboratory and programme needs to pay attention to the message it wants to project into the world, and to share it with both internal and external partners. Making the existing strengths and academic relations a part of that message – through the website, promotion materials and publications - allows to present the unique advantages in a way that is tailored to different audiences.

While HSE has a strongly recognized “brand” within Russia – both in terms of quality and in terms of being a known name, it does not directly translate into an easily recognized global name. In order to draw from the best practices of other universities and learn from their mistakes, HSE enlisted the support of **Francisco Marmolejo**, a leading specialist in Tertiary Education of the **World Bank Group** who is also a coordinator of the Network of Tertiary Education Specialists. At the meeting in late July he gave a presentation on Institutional (Re)Branding in Higher Education and commented upon HSE’s initiatives.

First of all, Francisco Marmolejo emphasized that university’s brand should facilitate several functions: send a consistent message about the university, adequately represent its uniqueness globally and be a focus of positive attention. Certainly, attaining a high

quality of education and research should precede the positioning efforts, but both of them should be underpinned by another crucial element – a system of support for the university’s international activity. This includes everything related to incoming and outgoing mobility of students and faculty, to the recruitment efforts and management and implementation of partnerships, the development of an English-speaking environment at the university. Without all this successful promotion of the institution may backfire because the University will not be ready to integrate the increased numbers of students, scholars or new partners.

Secondly, there are common pitfalls in all three areas – academic quality, support system and positioning - which should be taken into consideration and avoided. As far as the international component of academic programmes is concerned, it is important to remember that mobility alone does not make the classroom international. The majority of students never go for study abroad, and they should still receive the benefits of an international curriculum, both through course design and purposeful integration of diverse perspectives which students and faculty of different backgrounds bring. It also helps to address another likely challenge: to avoid the “bubble effect” of isolating “internationals” from the local university community, which can stem from a purely centralized provision of support services to them. Last but not the least, internationalization and promotion of the university should bring the university community closer together, not alienate it. It is vital to bring people aboard with the ability to take strategic decisions and, if any rebranding is considered, to approach it with caution and involve the university community into the decision-making process, so that the transition is well-thought through and supported.

Visiting Scholars

The HSE Look is happy to promote upcoming short-term visits to HSE by international scholars, which were supported by institutional funding based on the hosting departments' applications. The following visits are scheduled for October, November and early December. For details please, contact the hosting department or visiting scholar@hse.ru

Sergey Ivanov, Independent expert in Demography

Hosting department at HSE: Institute of Demography, Faculty of Social Sciences, and Faculty of World Economy and International Affairs

Dates: September 15 – November 4, 2015

Leonid Gavrilov, Senior Research Associate at the Center on Demography and Economics of Aging NORC at the University of Chicago (USA),

Natalia Gavrilova, Senior Research Associate at the Center on Demography and Economics of Aging NORC at the University of Chicago (USA)

Hosting department at HSE: Institute of Demography, Faculty of Social Sciences

Dates: October 2 – 25, 2015

Willem Blockmans, Professor Emeritus of Medieval History, Leiden University Institute for History (The Netherlands)

Hosting department at HSE: School of History, Faculty of Humanities

Dates: October 25 – 31, 2015

Erisen Cengiz, Associate Professor of Political Science, TOBB University of Economics and Technology (Turkey)

Hosting department at HSE: Faculty of Economic Sciences

Dates: October 26 – 28, 2015

Paulo Faustino, Professor at the Journalism Department, University of Porto (Portugal)

Hosting department at HSE: School of Media, Faculty of Communications, Media and Design

Dates: October 29 – November 5, 2015

Barbara Giudice, Instructor at the Graduate School of Journalism, Columbia University (USA)

Hosting department at HSE: School of Media, Faculty of Communications, Media and Design

Dates: October 30 – December 12, 2015

Asghar Zaidi, Professor in International Social Policy, University of Southampton (United Kingdom)

Hosting department at HSE: Centre for Studies of Income and Living Standards, Institute for Social Development

Dates: November 4 – 13, 2015

Riemer Knoop, Professor (Part Time) at Reinwardt Academie (The Netherlands)

Hosting department at HSE: School of Cultural Studies, Faculty of Humanities

Dates: November 5 – 08, 2015

Shintaro Miura, Associate Professor at the Department of Economics, Kanagawa University (Japan)

Hosting department at HSE: Faculty of Economic Sciences

Dates: November 7 – 11, 2015

Yulia Kovas (Smetana), Professor at Goldsmiths, University of London (United Kingdom)

Hosting department at HSE: School of Psychology, Faculty of Social Sciences

Dates: November 7 – 20, 2015

Jesus Alejandro Moreno Alvarez, Professor of Political Science at Mexico Autonomous Institute of Technology (Mexico)

Hosting department at HSE: Laboratory for Comparative Social Research

Dates: November 13 – 27, 2015

Marc Pil, Senior Lecturer on Management of Cultural Heritage at Reinwardt Academie (The Netherlands)

Hosting department at HSE: School of Cultural Studies, Faculty of Humanities

Dates: November 19 – 22, 2015

Jasper Visser, Guest Lecturer on Digital Engagement at Reinwardt Academie (The Netherlands)

Hosting department at HSE: School of Cultural Studies, Faculty of Humanities

Dates: November 20 – 22, 2015

Philipp Marek, Research Associate at the Chair of Economics, Innovation and Structural Change, University of Bremen (Germany)

Hosting department at HSE: Institute for Industrial and Market Studies

Dates: November 22 – 25, 2015

Heidbrink Ingo, Full Time Professor of History, Old Dominion University (USA)

Hosting department at HSE: Department of History, St. Petersburg School of Social Sciences and Humanities

Dates: December 7 – 17, 2015

Simone Stoltz, Lecturer on Information and Media at Reinwardt Academie (The Netherlands)

Hosting department at HSE: School of Cultural Studies, Faculty of Humanities

Dates: December 10 – 13, 2015

Foresight Centre: An Outlook on International Cooperation

Everyone wants to know the future, and the Internet is full of the “top ten trends” which will define the next several decades. **The Foresight Centre** at HSE, however, does not meddle in such speculations: they analyze the existing technology, the state of economy and society, and use different methodologies in order to see the way to arrive at the desirable image of the future. **International Research and Educational Foresight Centre** works within the **Institute for Statistical Studies and Economics of Knowledge (ISSEK)** at HSE since 2006. It is a prominent research and expertise centre in the area of long-term futures studies, **science, technology and innovation (STI) policy**, and the Foresight methodology; the centre also coordinates the national system for technology Foresight in Russia as well as works actively with international partners.

The Foresight Centre is quite well known both nationally and internationally – its Director **Alexander Sokolov** and First Vice-Rector, Director of ISSEK and chief editor of the Foresight and STI Governance journal **Leonid Gokhberg** represented Russia on the most recent **OECD Government Foresight Community** meeting on October 2, 2015. The unique advantage of the Foresight Centre at HSE is a combination of a wide pool of experts (over 10 000), an actively used knowledge base, vast statistical databases and analysis of a wider economic and social environment. All together they enrich the traditional Foresight methodology and produce results which are highly in demand, both in terms of research and policy.

In July, the Foresight Centre held a summer cooperation session with its Brazilian partner – the **Center for Strategic Studies and Management in Science, Technology and Innovation (CGEE)**,

to explore collaboration opportunities and draft the roadmaps of implementing them. Both institutions study problems of the STI policy and use similar methodology, which allows for a good synergy of efforts and development of shared tools and approaches.

The first area for collaboration is identification of priorities in STI policy: how limited resources are allocated for technological advances and how these decisions are brought to life, through connection of STI priority areas to particular products and markets. Another promising field of activity is trends monitoring – not only for BRICS but also globally – and publishing regular trendletters. Both centres have their own databases and tools which can be shared and used jointly to gain a deeper and more accurate understanding of both STI strategies and their implementation and of other trends (education, demography, etc.) which influence them. The Foresight Centre and CGEE will have an opportunity to collaborate in person soon, at the **Fifth HSE Annual Conference on Foresight and STI Policy**, which will take place on **November 19-20, 2015**.

Apart from scientific cooperation, the Foresight Centre also organizes workshops for policy-makers in STI sphere. During a week-long workshop government officials from Vietnam were studying good practices in STI management from the state’s and the company’s perspective. In addition, for the first time two senior researchers from ISSEK went as trainers to the annual Foresight course at the University of Manchester – **Alexander Chulok**, Deputy Director of the Foresight Centre, and **Konstantin Vishnevskiy**, Head of Department of the Private-Public Partnership in Innovation the Sector at ISSEK.

XVII April International Academic Conference on Economic and Social Development

On April 19-22, 2016 the National Research University Higher School of Economics (HSE), with support of the World Bank, will hold the XVII April International Academic Conference on Economic and Social Development.

Participants are invited to submit extended abstracts of their research papers for presentation at the Conference sessions until **November 11, 2015** through on-line registration at: <http://conf.hse.ru/en/2016/>.

Special topics of the conference are:

- Diagnostics of economic growth: comparative perspective;
- Top-down modernization: opportunities and limits in modern world;
- Economic decentralization and local self-governance;
- Values, trust and cooperation.

Series of workshops will be organized for doctoral students and post-graduate students (with the possibility of travel grants for selected speakers). Online registration for participation without presenting a paper will be available from **November 12, 2015** until **March 22, 2016**. The working languages of the Conference are Russian and English. Simultaneous translation will be available during all plenary and some session meetings. Information and files of previous conferences (2000 - 2015) are available at: <http://conf.hse.ru/2015/history>.