

"However beautiful the strategy, you should occasionally look at the results".

— Sir Winston Churchill



Without a strategy it is difficult to achieve meaningful results, whether it applies to the university as a whole, to a particular department or laboratory, or to individual strategies of faculty members. In the December issue of The HSE Look we present the latest developments concerning research and teaching strategies at HSE, so as to help the readers navigate the university's landscape and its changes.

On the institutional level one of the novelties is Strategic Academic Units which focus on bringing the most dynamic departments, laboratories and programmes together to advance research and teaching. While on the individual level research is a great focus for international faculty at HSE as well, teaching remains an integral part of their commitment at the university, and several colleagues share their experience in very practical pieces of advice. The university understands the need to support the best teaching practices, and it launched a special funding programme for organizing workshops for HSE teachers with colleagues with extensive teaching experience from universities abroad. Last but not the least, we also introduce the postdoctoral fellows which join HSE for the 2016/2017 academic year, and are very grateful for the information provided about their research.

On behalf of the editorial team we wish you a productive end of the year and a good holiday time!

Yulia Grinkevich
Director of Internationalisation

Strategic Academic Units and How to Find Them

HSE is a research university and over the years it tried different ways to foster research. Concerning major developments of the recent years, in 2010 the university established 10 international laboratories led by prominent international researchers, which helped to advance research in specific areas. In 2014-15 HSE underwent a large-scale transformation, which resulted in the creation of mega-faculties which are comprised of both research and education units, usually uniting several closely related disciplines.

The HSE Look dedicated several issues to the transformation into mega-faculties; so far we've covered the following: Faculty of Law (October 2016), Faculty of Communications, Media and Design (July 2016), Faculty of World Economy and International Affairs (March 2016), Faculty of Business and Management (October 2015), Faculty of Computer Science (May 2015), Faculty of Humanities (March 2015), Faculty of Mathematics (January 2015), Faculty of Economics (November 2014) and Faculty of Social

Sciences (October 2014). In the upcoming year we are planning to do detailed articles on HSE Moscow Institute of Electronics and Mathematics, and on HSE campuses in St. Petersburg, Nizhny Novgorod and Perm.

In another stage of transformations in 2016 HSE launched a new initiative aimed to foster interdisciplinary research. Strategic Academic Units (STRA-Us) are comprised of the existing university units, helping to bring their research and educational efforts together. The decision to form Strategic Academic Units was based on substantial achievements in promising research areas relevant not only locally but also for the global academic community.

The HSE Look is glad to present a short guide to the eight currently existing Strategic Academic Units for the reference of our readers, and we look forward to introducing their results in greater detail in the future issues.

The first type of STRA-Us includes major **CONSORTIA** on the basis of one or several HSE mega-faculties. They are globally recognized (as reflected in their international rankings), and also possess potential for further dynamic development. These consortia offer educational programmes of all levels.

Economics and Management

Goal: To strengthen the leading positions of HSE as the preeminent scientific and educational center of excellence in economic sciences and management in the former Soviet Union and Eastern Europe; to gain global recognition in economics and econometrics.

Faculty of Economic Sciences;

Key Subdivisions and Associated Units:

- International Laboratory of Stochastic Analysis and its Applications;
- International Laboratory of Decision Choice and Analysis;
- International Laboratory of Financial Economics;
- International Research Laboratory for Institutional Analysis of Economic Reforms.

International College of Economics and Finance (ICEF);

Faculty of Business and Management;

International Center for Market Studies and Spatial Economics.

Challenges for Social Development

Goal: To prepare students and researchers who are ready to provide solutions to the problems of global and national social development.

Faculty of Social Sciences;

Key Subdivisions and Associated Units:

- International Laboratory for Applied Network Analysis;
- International Laboratory for Nonprofit Sector Studies;
- International Laboratory of Positive Psychology of Personality and Motivation;
- Laboratory of Studies in Economic Sociology.

Laboratory for Comparative Social Research;

Institute for Industrial and Market Studies: International Center for the Study of Institutions and Development;

HSE Institute of Social Policy;

International Scientific and Educational Laboratory for Social and Cultural Studies;

Institute for Public Administration and Municipal Management.

Mathematics, Computer Science, and Information Technology: Scalable Mathematical Methods

Goal: To build an ongoing research cycle and educational trajectory “from fundamental mathematics via computer science to applications in information technologies and contemporary engineering” that will produce scholars, practitioners and researchers highly competitive at the national and international markets.

Faculty of Mathematics;

Key Subdivisions and Associated Units:

- International Laboratory of Algebraic Geometry and its Applications;
- International Laboratory of Representation Theory and Mathematical Physics.

Faculty of Computer Science;

Moscow Institute of Electronics and Mathematics:

- Laboratory of Mathematical Methods in Natural Sciences.

Integrated Humanities Schools ‘Humanus’

Goal: To achieve global recognition in the humanities for research conducted at HSE in the fields of philosophy, philology, history, linguistics, and cultural studies; to strengthen of the HSE’s leadership in those fields in Russian academia.

Faculty of Humanities;

Key Subdivisions and Associated Units:

- Poletayev Institute for Theoretical and Historical Studies in the Humanities;
- International Center for the History and Sociology of World War II and Its Consequences.

The STRA-Us of second type are based on individual structural units that have been created as new points of growth in relatively narrow and promising interdisciplinary areas of research and education. These units are integrated into the global research agenda and implement Master's and doctoral programmes.

Foresight and Science, Technology and Innovation Studies

Institute for Statistical Studies and Economics of Knowledge

Goal: To create a world class center of excellence in the Russian Federation in the area of measurement, foresight and policy design in science, technology and innovation (STI).

Cognitive Neuroscience: From Computational Models to Neurotechnology

Centre for Cognition & Decision Making;
Neurolinguistics laboratory;
Cognitive psychology laboratory;
Laboratory for Experimental and Behavior Economics.

Goal: To establish a research and educational center of excellence that integrates cognitive neuroscience and information science in order to construct interdisciplinary models of human behavior and to implement these models in the cutting-edge neurotechnologies.

Education and Human Development in the Changing World

Institute of Education

Goal: To build Russia's first globally competitive academic centre of excellence in education and human development with a particular focus on interdisciplinary research.

Urban and Transportation Policy:

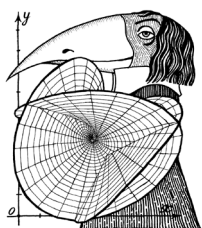
Guiding Urban Transformation from the Industrial to Digital Age

HSE Vysokovsky Graduate School of Urbanism;
Institute for Transportation Economics and Transportation Policy Studies.

Goal: To create an internationally recognized hub of urban research and education focused on global market, including Russia and CIS. Strategic Academic Unit becomes one of the global centers for experimental research-based urbanism that re-formulates urban planning and governance for the digital age and helps urban governments across Russia and other countries to ensure smooth transformation of their urban planning and governance institutions.

Welcome Aboard: Post-Doc Researchers

Each year HSE hires post-doctoral researchers, accepting applications from all over the world, and they join various laboratories and centres. Some of them kindly provided additional information about their research interests and background, and The HSE Look continues the tradition of introducing HSE's new international faculty and researchers.



The Faculty of Mathematics

Takanori Ayano is a Research Fellow at the Faculty of Mathematics and holds PhD of Osaka University (2016). He studies the theory of the sigma function and Abelian function. The sigma function is a multivariate analytic function, which is constructed from some geometric data

of an algebraic curve. Currently he is studying the inversion problem of algebraic integrals and the vanishing of the sigma function for a certain algebraic curve called telescopic curve.

The Faculty of Mathematics has four more post-doctoral Research Fellows this year: **Mikhail Alfimov** (Candidate of Sciences, The Lebedev Physical Institute of the Russian Academy of Sciences), **Ange Bigeni** (PhD of Université Lyon 1), **Ash Lightfoot** (PhD of Indiana University), and **Andrew Staal** (PhD of Queen's University).



The Centre for Cognition and Decision Making

Tiziana Pedale is a Research Fellow at the Centre and holds PhD in Psychology and Cognitive Science at "Sapienza" University of Rome (Italy). Her research interest is focused on the behavioral and neural correlates involved in the

interaction between emotion and other high-level cognitive functions, such as attention and memory. At HSE she would like to expand her research focus on the effect of emotion and mood induction on economic decision making and risk taking.

Denis Volk is a Research Fellow at the Centre, with five years of postdoctoral positions in SISSA (Italy), KTH (Sweden), Tor Vergata (Italy). He has a broad background ranging from pure mathematics and computer science in academia to hands-on enterprise software development. At HSE he will be studying brain activities' synchronization and working on neuronal processes modeling.

Beatriz Martin Luengo is a Research Fellow at the Centre; she holds PhD from the University of Basque Country (Spain) and is spending her second year at HSE.



Centre for Historical Research (HSE St. Petersburg)

Matthias Battis is a Junior Research Fellow at the Centre. He received his PhD in History from the University of Oxford in 2016 for a study on the Russian Orientalist and former colonial clerk Aleksandr Semenov (1873-1958).

Previously, Matthias has studied Russian and Eastern European Studies at Oxford and History and Cultural Studies at the universities of Warsaw and Frankfurt (Oder). He is primarily a historian of the Soviet Union with a particular interest in Central Asia. His main languages of research are Russian, Polish, German and, to a lesser extent, Persian.

Anton Kotenko is a Junior Research Fellow at the Centre, and he received his PhD in 2014 from Central European University in Budapest, where he defended his doctoral dissertation "The Ukrainian project in search of national space, 1861–1914." Currently he works on turning the dissertation into a book. His academic interests include history of European modernity, nationalism and science in the nineteenth – first half of the twentieth centuries.



The International Centre for the History and Sociology of World War II and Its Consequences

Michael Loader is a Research Fellow at the Centre; he received his PhD in November 2015 from King's College London. His previous research examined the history of national politics in Soviet Latvia in the

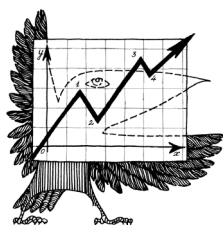
1950s and 1960s. His research interests include nationality policy and ethnic relations in the USSR, and Soviet high politics. His current research project is about Soviet patronage and power relationships and the career of Politburo member Arvids Pelshe.

Angelina Lucento is a Research Fellow and a lecturer at the Centre and received her PhD in art history from Northwestern University. Her areas of concentration are the history and politics of representation in Soviet and post-Soviet visual culture, the material histories of painting and photography in global culture, and the global consequences of the Russian Revolution and the

Second World War, and she talked to The HSE Look about her interests in December issue (2015). Lucento is currently completing her book *Touched Surfaces: The Politics and Aesthetics of Figuration in Soviet Art, 1918-1941*.

Erina T. Megowan is a Research Fellow at the Centre; she received her PhD in History in 2016 from Georgetown University, where she specialized in the cultural and social history of the Soviet Union. While at HSE she will be working on a project examining the role of Soviet cultural institutions and creative intelligentsia in World War II, an expanded version of her dissertation on the wartime evacuation of elite cultural institutions from Moscow and Leningrad to the Urals, Siberia and Central Asia.

Jessica Werneke is a Research Fellow at the Centre; she received her PhD from the University of Texas at Austin in 2015. Her previous research in the history of Soviet visual culture evaluated the role of photography and photojournalism in illustrated journals in the 1950s and 1960s. Her current research interests include sexuality and gender in Soviet visual culture, nudity and eroticism in Soviet amateur photography, and the history of the Russian and Soviet avant-garde.



International Centre for the Study of Institutions and Development

Maria Giulia Silvagni is a Research Fellow at the Centre; she received her PhD in Economics in 2012 from the University of Bologna defending a thesis on Russian regional inequalities. She later

worked as a postdoctoral fellow and teaching assistant in micro and international economics, and her research interests at HSE cover economic history and institutional economics.



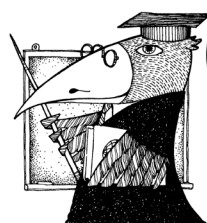
International Research Laboratory for Institutional Analysis of Economic Reforms

Igor Fedotenkov is a Research Fellow at the Laboratory; he obtained his PhD from Tilburg University in 2012. In his PhD thesis, he studied links between pension systems and macroeconomic indicators. Later he did research at University of Verona and (Central) Bank of Lithuania. His interests include monetary economics (including post-Keynesian monetary economics), links between demography and macroeconomic factors, specific topics in political economy and nonparametric statistics.



International Research and Teaching Laboratory for Socio-Cultural Research

Kirill Ilitski is a Research Fellow at the Laboratory; he received his PhD from University of Trento and Free University of Berlin.



Institute of Education

Zumrad Kataeva is a Research Fellow at the Institute; she received her PhD degree from the Department of Educational Policy Studies and Evaluation of the University of Kentucky, USA. Her doctoral dissertation was focused upon how the reforms and challenges in higher education in Post-Soviet Tajikistan have affected professional lives of university faculty members. Zumrad Kataeva is a recipient of the Doctoral Fellowship Program of the Open Society Foundation. Her research interests include higher education transformations in Post-Soviet countries.



Laboratory for Applied Analysis of Institutions and Social Capital

Svetlana Inkina is a Research Fellow at the Laboratory; she holds PhD of University of Toronto.



Laboratory for Interdisciplinary Empirical Studies in Perm

Alexey Buzmakov is a Senior Research Fellow at the Laboratory. He holds PhD of Université de Lorraine, France. His research focuses on data mining and machine learning (see May issue 2016 for more details).

Sofya Kulikova is a Senior Research Fellow at the Laboratory; she holds PhD of Université Paris-Descartes (France), and she gave a short interview to The HSE Look during her first year at HSE (see December issue of 2015).



Laboratory for Methods of Big Data Analysis

Denis Derkach is a Senior Research Fellow at the Laboratory. He holds PhD of Université ParisSud XI (France) in Physics of elementary particles, and gave an interview to The HSE Look about his research interests and plans in December issue of 2015, during his first year at HSE.



Laboratory for Neurolinguistics

Ekaterina Tomas is a Research Fellow at the Laboratory; she received her PhD from Macquarie University (Sydney, Australia) in 2015, specialising in child

language acquisition. After that she worked as a Senior Lecturer at Novosibirsk State University, teaching courses in Psycholinguistics and Applied Linguistics. In HSE she will lead the line of research which focuses on the linguistic development of young typically developing children and those with language difficulties, using cutting-edge behavioural and neurophysiological methods.



Laboratory for Stochastic Analysis

Harold Andrés Moreno Franco is a Research Fellow at the Laboratory. He did his bachelor degree in mathematics at the National University of Colombia, his master degree and PhD at the Mathematics Research Center (CIMAT),

Mexico. His research interests are in partial differential equations and integro-differential equations which are closely related to stochastic control problems.

Particularly, his research is focused in studying the existence, uniqueness and regularity of solutions to Hamilton-Jacobi-Bellman (HJB) equations whose operator is an integro-differential operator.



Laboratory for Studies in Economic Sociology

Anna Kruglova is a Research Fellow at the Laboratory; she received her PhD in Anthropology from University of Toronto.



School of Philology

Mark Taylor is a Research Fellow joining the School of Philology at the Faculty of Humanities. His research addresses the environment in British modernist literature, and how writers responded

to the competing evolutionary theories prominent in the early twentieth century. He is particularly interested in the work of Aldous Huxley, D.H. Lawrence and E.M. Forster. His doctorate was awarded by the University of Oxford. Previously, he studied at Cardiff University, and the University of Sheffield.

Teaching at HSE: Challenges and Opportunities

Adapting to a new university environment can be a difficult process, especially with such a thing as teaching classes, where not only teacher's own abilities but also formal requirements and the academic culture of the institution come into play.

In previous issues of *The HSE Look* (October 2015, May 2014, September 2013) we covered different aspects of teaching at HSE, such as the module system, assessment regulations, syllabus design, finding teaching assistants and using electronic Learning Management System.

However, summary of the regulations should be supplemented by advice from those international faculty members who have been at HSE for a considerable time and learned what requires specific attention from the teacher. The *HSE Look* is grateful to all the participants of the workshop on teaching, which took place on November 9th, 2016, and especially to its major speakers, **Stefan Hessbrüggen-Walter**, Assistant Professor at the School of Philosophy, and **Michael Rochlitz**, Assistant Professor at the School of Political Science. While everyone's approach to teaching varies, Stefan and Michael emphasized certain aspects and practical recommendations which are useful to keep in mind while designing your individual teaching strategy at HSE.

Syllabus Content

Stefan Hessbrüggen

Ask yourself what the degree your students will receive should qualify them to do; work backwards from that in order to determine which topics are essential and which might be optional for your course, depending on what programme your students are attending. For graduate students I think that everyone who gets graded 8 out of 10 should be qualified to enter one of top 10 PhD programme in the Western university in your field.

Communicating with your department and the study office

Stefan Hessbrüggen

You should try to get to know the teaching situation of your colleagues, as they have a high teaching load, and also need to produce quality research. I suggest that you try to make yourself available for colleagues and students and take on tasks that you can reasonably do to make their lives easier: make yourself available for consultations with students, both about your course and about

study abroad and career opportunities; be open to providing recommendations for their nominations; make your connections at other universities useful for your department.

When your class ends and your grade the final papers for the exam, I strongly urge you to give the marks to the relevant study office on time, which is usually within 1 day for oral exams and within 3 days for written exams. Otherwise, they cannot transfer the students to the next semester, and it could cause problems for them.

Communicating with students

Michael Rochlitz

Usually I send the students a list of course literature and some specific articles relating to their research. I try to have at least two or three e-mail exchanges with each student, sending a follow-up letter around three weeks after the first, to check the progress of their term paper and help with it. For example, in 2014 we had many detailed and thoughtful conversations about their term papers and current research issues in the political science. The activity of the students varies from year to year, though, and I've discovered that this year the group was not so engaged, as in two previous years, despite me using similar teaching methods and contacting them.

Engagement of students in class

Michael Rochlitz

To enhance the participation of students me and my colleague from the U.S., Peter Rutland from the Wesleyan University, organized a videoconference. He has a class of American students who study Russian politics, and I have my HSE students who study politics in general. Each of the groups can ask a question, and one of the students from the other class answers, and it's been very useful as a way to stimulate discussions. I also find it useful to invite guest speakers to the classes. I have two German friends who work as journalists in Moscow, for Spiegel and Frankfurter Allgemeine Zeitung, and I invited them to the class where we were discussing the media and censorship, to make it more lively and challenging.

Stefan Hessbrüggen

Classroom space is very much teacher-centered. Imagine being a student who sits in the last row and trying to engage in direct communication someone who sits three rows away. It makes engaging a classroom more challenging than what you are possibly used to at your previous universities in the West.

I teach Philosophy, and it is a compulsory subject for all undergraduate students, so I get to teach students who major in all sorts of other disciplines, from Political Science to Computer Science.

When I came to HSE, I had about 10 years of teaching experience, but teaching in a foreign culture is a challenge, and I want to tell you more about my experience being one of the first foreign teachers at my department.

We aim not only to give the students knowledge but also to develop their competencies, and for that you need to gain their trust and they need to know what to expect from you. It helps if you do not take yourself as too important, if you have a sense of humor, and it simply takes patience. You may encounter that students often expect

a rather teacher-centered class, with the lectures as a predominant format. I try to find a compromise between the teacher-centered and student participation-centered styles of teaching. Due to various reasons, your class may not be a priority for the students, and I try to structure my classes so that they have an individual task to prepare and present at the seminar. I expect them to know the material of the syllabus for the exam, and to prepare their individual task, and I get good quality work even from the students who were not attending 100% of the classes.

Feedback

Michael Rochlitz

One of the questions for the workshop was about how to get feedback from the students. There is a university-wide assessment of teaching done after the course, and you can contact Lidiia Kamaldinova from the Centre for Institutional Research, and she'll send your results. The problem I had with this official feedback is that it does not tell you much; the students are asked to rate from 1 to 5 how accessible was the teacher, how well the class was taught, how interesting the material, etc. However, you cannot see the thinking that went into the students' assessments, and you cannot compare with other people. So I like to get some feedback of my own: I use Google forms and ask students to fill them in, or I give out printed forms.

Stefan Hessbrüggen

You can also see the results of the official rating through your personal page interface. It is important to have a look at these numbers, whether they reflect your part of the course only or the whole, because your Chair and your Dean will see them as well.

Designing your own course

Michael Rochlitz

One of the questions I was asked is how to organize and implement your own courses. It differs from faculty to faculty and from department to department: for example, I could pretty much determine the content of my course, and I filled it with a lot of things which I think would be useful and interesting for the students. My goal is to get the students acquainted with the most interesting papers from different fields and to get them motivated to carry out research of their own. One of my objectives is to support participation of students in research projects: for example, with several students we gathered data, analyzed it and wrote a paper which is awaiting publication. Another tool for engagement in research is that my course requires a term paper, and there is a list of suggested topics but students are encouraged to propose their own topics.

Speaking about the course structure, I incorporate small revision sessions regularly, so that we talk again about the most important concepts, and by the end of the course everyone usually has answered at least once.

Christian Fröhlich

There are over 10 Master's programmes at HSE which are taught fully in English, and they are often looking to diversify their elective

courses. If you are looking for a new course to teach, provided that you fulfil teaching obligations at your department, I suggest you contact these Master programmes and offer them your syllabus; it's even better if at least two programmes can find your course useful, as it increases the chance that enough students choose your course. Mind that the courses for the next year need to be agreed in mid-November, so it's best to start thinking about it in advance.

Stefan Hessbrüggen

There are also university-wide electives, and you can try to suggest your course for the competition next year. I would recommend

to first have a look which courses are already offered by your department and how popular they are before you invest too much effort in this.

As you know from your contract, you have teaching obligations, but the emphasis is put on your research. I choose to warn students about certain boundaries: that I may not be able to reply to an e-mail within 24 hours, that I might need to reschedule classes because I am going away for a conference, etc. It is very easy to try to be perfect at teaching and invest a full day into creating an ultimate PowerPoint presentation, and my advice is – do not do that. Get involved in teaching, but do not go overboard with it.

Visiting Scholars: a Focus on Teaching Workshops



The HSE Look is happy to promote **HSE Teaching Excellence programme** which gives an opportunity to organize workshops for HSE teachers with colleagues with extensive teaching experience from universities abroad. Such visits are supported by institutional funding through applications made by academic programmes. The following visits are scheduled for December and early 2017. If you are interested in this programme and would like to know details on how to submit a proposal, please, consult your department or visiting scholar@hse.ru

James Morrison, Assistant Professor in the Department of International Relations, London School of Economics and Political Science, UK

Host programme at HSE: Bachelor's programme 'HSE and University of London Parallel Degree Programme in International Relations'

Dates: December 12-16, 2016

Olesya Kisselev (Kirichenko), Lecturer at the Department of Applied Linguistics, Pennsylvania State University, USA

Host department at HSE: School of Linguistics, Faculty of Humanities

Dates: December 16-24, 2016

Mirko Farina, British Academy Postdoctoral Fellow at King's College, London, UK

Host programme at HSE: Bachelor's programme 'Philosophy'

Dates: February 6-16, 2017

Olga Kagan, Professor, Director of the Language Programs at the Department of Slavic, East European and Eurasian Languages and Cultures, UCLA, Los Angeles, USA

Host department at HSE: School of Linguistics, Faculty of Humanities

Dates: February 15-19, 2017

Salvatore Strozza, Full Professor in Demography, vice-Director in the Department of Political Sciences at the University of Naples Federico II (UNINA), President of the Italian Association for Population Studies (AISP), Italy

Host programme at HSE: Master's programme 'Population and Development'

Dates: February 18-26, 2017