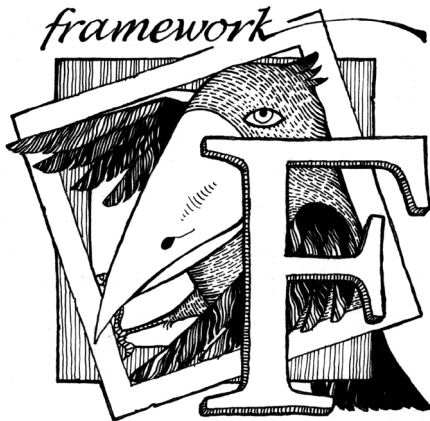


“Act the way you’d like to be and soon you’ll be the way you’d like to act.”

— Bob Dylan



For a large part of this year the university has been abuzz with the preparation of the HSE Development Programme 2030, with several rounds of changes introduced through discussions at the faculties and central level. In the light of this, we would like to introduce the readers to an overall view of the upcoming changes in the light of HSE’s growth as a globally oriented research university through an interview with Rector Yaroslav Kuzminov. Of course, ambitious plans are not the only new thing in this academic year – as always, we are delighted to present interviews with three of HSE’s new tenure-track faculty members. And last but not least, this issue’s columnist invites the readers to explore more closely the city around HSE main buildings at Myasnitskaya and Pokrovskiy Boulevard.

Yulia Grinkevich
Director for Internationalisation

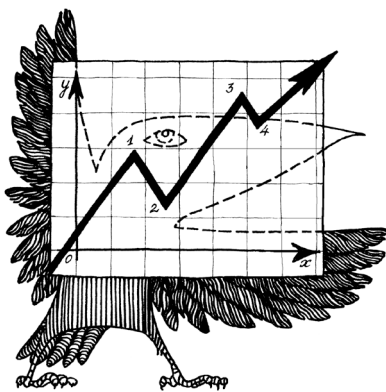
HSE University: Moving Towards 2030 Goals

Okna Rosta, HSE University's bulletin, published a two-part interview with Rector Yaroslav Kuzminov about HSE's Development Strategy this fall, and The HSE Look is glad to present it to our English-speaking audience as well.

A Large University

Based on what we see in the draft of the HSE Development programme, HSE University will continue to grow in the upcoming decade. We'll have more undergraduate, graduate and PhD students, more lyceum students, more faculties, laboratories and institutes. How has HSE managed to keep growing despite the occasionally unfavorable circumstances? What is going to be the focus of growth in this decade and what will it mean for the faculty members and researchers?

Indeed, we’ve grown into a rather large university for Russia. Worldwide there are quite many universities with over 40 000 students, but it’s a rare case for our country. I believe that the Russian Presidential Academy of National Economy and Public Administration (RANEPA) is larger, but it has over 50 regional campuses while HSE University has three. We are firmly within the top-3 of Russian universities according to various criteria, and it’s still a new thing to absorb both for people outside and inside HSE. Our growth has become the talk of both the academic community and the media for the last couple of years, but in truth we are even larger - around 41 500 full-time students, 1 000 PhD students, 2 000 lyceum pupils, and over 30 000 people who take further education courses and programmes from HSE. Certainly, the need to increase the quality of education combined with the rapid quantitative growth creates a constant challenge.



Some say that this constant growth in numbers has become a hindrance to the development of the university, what do you think about that?

I think we should remember that one of the major tasks before HSE, as with any higher education institution which receives public funding, is to help the advancement of human capital of the country. HSE graduates are leaders in many industries and are highly sought after by the best employers. Doubling the number of our graduates over the past ten years means that we have doubly increased our contribution to the economic and social growth and innovations in Russia.

We are welcoming additional numbers of students but only in the areas where we have enough staff to teach them, and when we see that the quality of prospective students is even higher than in previous year. I'm not even talking about the students who apply for state-funded places, but for fee-paying students in 2019 the average score on the Unified State Exam was 84 out of 100.

Moreover, development requires extra resources, and the only way to gain them is to widen our scope and share of the market, so to speak. At the moment the grants from the government, including the ones within the 5-100 Academic Excellence Programme, amount only to 5.6% of HSE's yearly revenue, which means that if we want additional resources for development, we have to earn them commercially.

However, this does not mean that we have set a specific aim to boost our number of students - for instance, our current development programme (2009-2020) did not have such a goal, but the growth occurred organically due to several factors.

Firstly, it was a structural growth because we created new faculties and institutions which HSE did not have before (physics, biochemistry and geography are the most recent examples of this). It was successful because we never planned it deliberately, and we were approached by teams who could benefit us as a whole and add a new dimension to HSE. Also, this is something we cannot plan ahead and say, for instance, that this and this team is going to open up such a faculty with us in five years.

What we do plan for, however, is the natural increase of student population because of the structure of 2017-2019 intakes. During this time our campuses in Moscow and St. Petersburg (the largest ones) were enrolling two fee-paying students per one state-funded student. Another venue of growth is the intake of fee-paying international students. HSE is one of the universities which can increase the number of its international students due to the already high number of courses and degree programmes offered in English. Lately we've had a 30-35%

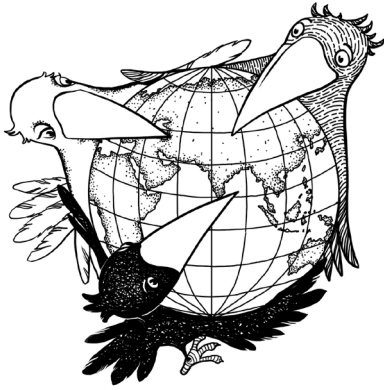
growth in this area every year, and I think we can expect up to 5 000 more international students by 2030.

But if we sum all of these numbers up, there is no great difference between a university with 40 000 and 50 000 students. It is fair to say that we are planning to keep the current model regarding our full-time students until 2030. In contrast, we see the trends which allow us to predict the growth of HSE in new formats which we are not yet completely used to. HSE offers the largest number of online courses by its professors among Russian universities, and is among the leaders globally in this field, we are 7th on Coursera, if I'm not mistaken.

Online courses will be getting embedded to a greater extent into the education system. In Russia, due to the large number of universities in the country's regions, it is likely to take the form of blended learning, when another university' MOOC will be supplemented by seminars and exams by local faculty. It can even be a so-called distributed programme, if the university which provides MOOCs can guarantee a set of interconnected courses or even the full learning plan.

As you can imagine, it's a great deal more students which might get a degree from us. Even now there are more than 80 000 online learners who have gained a certificate by finishing our online courses, which is double the number of our 'offline' students. I believe that HSE's educational influence and a sort of soft power will grow. At the moment over 800 000 people sign up for our MOOCs, it's likely that next year there will be a million, and about 50 000 of them actually finish the course and get a certificate.

I've said in an interview to Commercant newspaper that it's a perfectly normal proportion. It's similar to the library, really, when you are first browsing books and taking them from the shelves but then you finish reading only some of them. Same thing is true for online courses, and I think we are due to witness many interesting things growing out of it: new teaching practices, new students, new skills in teachers who facilitate and support online learning.



Does HSE manage to maintain the quality level of its students, faculty and researchers amidst such rapid growth?

The short answer is yes. And we have several ways to verify this: the quality of student enrollment, which is getting higher with every year, similar growth for the quality of publications. But HSE would not have become what it is now if we let ourselves be satisfied with short and easy answers.

Let me try to give you a more nuanced and long answer, showing both our strong and weak sides, which drive and hinder the growth and its quality. I'll go up the academic ladder: undergraduate students, graduate students, and faculty members and researchers.

Even though our intake for bachelor's programmes has grown several times, it is evident that we are still enrolling the most academically strong students. Average score on the Unified State Exam is 95.4 out of 100 for state-funded places, and 83.8 for tuition-based places; we have the largest share of winners of subject-specific olympiads in the country among our student intake, that is 46%, with Moscow Institute of Physics and Technology holding the 2nd place with 44%.

Basically, we take in from a quarter to a half of all top-performing school graduates. We also have an important tool to make sure that our fee-paying students strive to perform as well academically as their peers on state-funded places.

About two thirds of our fee-paying students get tuition discounts and waivers from HSE, which amounts to roughly one billion roubles in the university's budget. I think it's a unique situation among other Russian universities, and it helps to motivate talented students join us even if they could otherwise get enrolled to a state-funded place in some other good university.

Things look less cheerful for graduate programmes, though. There are several factors contributing to this, with the major one being that the level of our graduates is much higher than of the average Russian university, and thus many people who apply and enroll into our Master's programmes do not have the same academic background and lack some of the things we came to expect from HSE graduates. As a result, our Master's programmes are less attractive for our own graduates, as well as from other leading universities within Russia and globally.

So what can we do about it? In the new HSE Development Programme there is a new model which presupposes three types of Master's degrees. The first one is the Master of Arts programmes (MA) with fewer prerequisites. This corresponds to about 70% of our current programmes which include many of the courses from undergraduate level. We expect that students either continue their chosen field but

want to have more time for their job, or they are getting an education in a different field, for instance, when a person who got a Law degree want to have an MA in management or finance. There is quite a high demand for such a track.

The second type is Master of Science (MSc) programmes, and we want to have around 20% of those. Their focus is to acquire deeper knowledge for a professional career. Such programmes usually have quite high prerequisites and that means, that only a limited number of students from, let's say, top five universities in Russia, including HSE, will be able to enroll in them.

There are also a very limited opportunity to combine them with any job because the study process is quite demanding. Of course, for the students to be interested, potential employers should understand the higher value of such graduates, including in their starting salaries. We are still working on building the full range of such programme, together with the employers and international professional communities.

And last but definitely not least are the tracks for future researchers. We see it as an extended PhD programme, with 5-6 years instead of the usual 3-4 years that they currently last in Russia. Here we are looking for students which commit to the academic career and research, and are not interested in jobs outside the university or its partner academic institutions, meaning that these research jobs and the scholarship should be sufficient to cover the living expenses, so that the student focuses on the science. They should also have the opportunity to go for an internship at another institution - this is what we currently offer at our enhanced PhD track. At the moment students with BA who are ready to join such PhD tracks mostly go abroad, but soon we'll be able to offer them similarly attractive programmes at HSE as well.

Regarding the faculty and teaching staff, I would say that there are two categories. There are of course tutors and practitioners, but these are quite specific roles and they are

not the core at the research university. For the faculty per se, however, we are one of the most attractive options within Russia, because we are very transparent and consistent in rewarding academic excellence, both in publication and in teaching. Also, we offer many opportunities to join or create research groups and thus receive internal funding in addition to external grants. So I would say that on the national level situation looks good.

However, as a globally oriented university, we are still lagging behind on two major accounts. The first one concerns the density of the academic environment, and there are some areas where we are not yet on par with our key international partners. It's a problem that can be overcome, especially given the increase in digital communication in research, so working at HSE in Russia no longer means that one is cut off from colleagues all over the world and from one's

academic community. The second issue is the funding, for both salaries and research. HSE experts have often voiced the fact that Russia cannot become a competitively attractive destination for academics if our universities are not able to offer long-term contracts to international colleagues.

However, currently the state funding is still allocated per one year, rather than three, for instance, and at HSE we have consistently chosen to use our other revenue sources for such contracts. Nevertheless, we are aiming to increase at least two or three times the number of colleagues who are competitive on the international academic market and who chose to work at HSE, so we will be looking at 1 000 researchers rather than the current around 300. I believe that this is one of the two challenges we most need to address, along with creating different tracks for Master's programmes.



Studying Political Corruption

Evgeny Sedashov has joined the School of Politics and Governance (Faculty of Social Science) in September 2019, and he told The HSE Look about his work on corruption and on quantitative methods in Political Science.

What is the focus of your research?

My main bulk of research over the past years has been for my PhD thesis on the topic of corruption and how it influences or depends upon different economic and political factors. There are five major issues that I touched upon and which I'm planning to submit for publication this year. I explore the use of econometric methods to test different theories on corruption in a more reliable way than we do currently, and suggest several ways in which statistical methods can help address the problems of measuring and documenting corruption. I've also studied the relations between the level of corruption and political transitions, as well as how economic globalization of the country affects corruption.

What are the major findings of your work on corruption?

Regarding the effects of corruption on political transitions, I focused specifically on the illegal and illegitimate gains by the political elite of the state. My analysis of data shows that high level of corruption increases the chances

of democratization of the state, but lowers the chances of democratic consolidation, meaning that after the transition from an authoritarian regime a newly established democratic one is less likely to become stable. It was quite an interesting conclusion, even though it is not immune from critique of being based on a very specific definition of corruption, but that was a deliberate choice.

As for the effects of economic globalization on corruption, I found a nonlinear correlation between the two. That is, when the country opens up its borders in terms of economy, we can trace a point after which a greater economic integration into the global system begins to lower political corruption among the state elite.

Could you tell more about your interest in political methodology?

I have written three co-authored articles devoted to the use of econometric methods in political science, with two of them currently in preparation for submission. In one of them we propose an improved way to interpret interactive nonlinear

models, such as probit and logit regressions. Another offers a new method to study coalition building between political parties in Western-European democracies.

What are your plans for this academic year?

One of the relatively new projects for me is a study of interdependence between ideological polarization of insurgent groups and civilian death rates during civil wars. My coauthors and me have been collecting data on this over the last two years, and an article focusing on ideological polarization is under review in *Journal of Conflict Resolution*.

There is also an ongoing research project on automated data generation, specifically, on automated text analysis and using it to test hypotheses within the framework of political science. My co-authors and me are currently trying to use such methods to explore political competition between the parties in Germany on the level of federal lands.

We are using the data coded on the basis of party manifestos on the federal (country-wide) level, and are trying to see if ideological positions of the same parties on the regional level obtained with automatic text analysis algorithm are coherent with federal ideological stances.

Another interest of mine that I would like to explore more is causal inference. It's a set of methods which allow us to identify causal links between different phenomena. If a country is relatively uniform in its geographic conditions but in the past its regions had institutional systems which

differed from one another, we can try to look at whether this difference still has some effects in the present.

For instance, take Melissa Dell's famous paper where she was able to show how the institution of mining Mita (forced labour) which existed during the colonial times within a specific region of modern-day Peru and Bolivia has long-reaching consequences for the quality of life and health outcomes in that place up to the current time, compared to the geographically close areas unaffected by this institution.

Are you teaching any courses this year?

I would love to focus on teaching statistical methods for political science, it is an interesting challenge for me how to adapt and explain them in a way which makes them accessible to young researchers. This year at HSE I am teaching two courses for Master's students - on causal analysis and on research methods of political science.

In terms of substantive interests rather than methodological, as a PhD student I used to teach Introduction to Comparative Political Science, and I would be interested in doing it again, as well as a course on economic development and how political factors influence it.

I also would like to work with students on their research, to help spark their interest in political science and be their humble guide in the world of contemporary and cutting-edge political research, as well as mentor to those who are interested in pursuing academic careers.



Art of Research and Art on Research

Anatoly V. Kharkhurin joined HSE as an Associate Professor at the School of Psychology (Faculty of Social Sciences) in 2019, and combines research with creative pursuits in conceptual art.

How are your research interests connected?

In general, my research evolves in three directions: bilingualism, creativity, and the interaction between those two phenomena. Though I should say that the term bilingualism and even multilingualism doesn't accurately describe the whole spectrum of linguistic, cultural, political, and economical aspects of complex phenomena of acquisition and use of multiple languages. I'd rather talk about linguistic multi-competence emphasizing the contexts of language use and plurilingualism stressing sociocultural factors accompanying language practice.

The latter plurilingualism paradigm ascribes great importance to education. I believe that an obvious development of the study of the relationship between multilingual and creative practices comprises pedagogical considerations. Children nowadays often get exposure to several languages early, and if we know that multilingual practice encourages some of our cognitive mechanisms underlying creative thinking, it seems to be perfectly reasonable to figure out how best to introduce this into a school system.

Of course, there are many programmes which aim at developing language skills, as well as many programmes to boost creativity, but I'm interested in combining these two

approaches. I have proposed a theoretical framework for Bilingual Creative Education program, and one of the things I'm hoping to work on in Moscow is to develop it further. I have made a preliminary contact with HSE Institute of Education, and I look forward to establishing a long term research collaboration.

The goal is to develop teaching methods and strategies facilitating language learning and promoting creative potential in a unified program. In the course of empirical investigation, we anticipate to identify specific aspects of bilingual education, which may have positive ramifications for unfolding students' creative faculty.



Why did you choose HSE University?

Since about 7 years ago, I collaborate with Sergey Yagolkovskiy, Associate Professor at the School of Psychology at HSE. It was Cross-Cultural Creativity Project (abbreviated CCCP) looking at the contribution of creative perception to creative behavior. As a practicing visual artist, I know that creative work starts with creative perception of the world, which distinguishes for example, artists from non-artists. During this period of collaboration, I was fascinated with HSE's academic ambitions and how genuine scholarship is supported here. Hence, when I was invited to join the University I had very few doubts.

Continuing the art theme, I work in conceptual art. It is multimedia art, because I utilize various art media and techniques to convey the concept, the idea of an art work. In my art projects, I use , installation, video, photography, and poetry. I am also a part of Berlin based art collective "Leise Jenius" for which I curated a group exhibition "No Brain, no Pain", The theme of that group show was science from a perspective of art. It is remarkable, especially from the perspective of my research in psychology of creativity, that scientists talk a lot about art, but artists on the contrary rarely express their stance toward science.

The major purpose of that show was to start a discourse on the relations between art and science, which approaches science using metaphorical language of art. To explore this theme further, I produced a series of 14 cyanotype photograms entitled "Art on Science", in which I juxtaposed excerpts from my scientific journal article entitled "Creativity.4in1" and arbitrarily straw blown inkblots and found objects.

When did you start experimenting with art?

In fact, I started my experimental work not with art, but with poetry. My second master's degree was in Russian philology from the University of Amsterdam. I dedicated my thesis to

Russian visual poetry. In parallel, I was working in this genre per se. I produced poetic texts containing various visual elements. These experiments brought me to develop a genre Cognitive Poetry, which I presented during the 3rd Biannual of Poets in Moscow at Zverev Center of Contemporary Art. The irony is that during the 11th Biannual this year, I participate in a group show in the same Zverev Center, but this time it is my new work combining poetry with photography. The exhibition runs December 5-12.

What are you plans for this academic year?

I intend to expand the Multilingual Creative Cognition paradigm to Plurilingual Creativity.

The latter would focus not only on the linguistic aspects of multilingualism, but also on sociocultural and educational ones. I also plan to expand the Creative Perception paradigm and bring it to the status of full-scale approach to creativity research. The outcomes of these projects will be presented at international conferences and published in top venues in both creativity and multilingualism fields. All these projects would benefit from student engagement. So, I invite our motivated students who are interested in working on international projects to join my team.

Working with Different Types of Data in Political Science and Linguistics

Kyle Marquardt is Assistant Professor at the School of Politics and Governance (Faculty of Social Sciences) and Research Fellow at the International Center for the Study of Institutions and Development, and tells HSE Look readers about his research, teaching and previous experience with HSE.

What is your main focus of research in political science?

For the past four years I worked with Varieties of Democracy [V-Dem], which aims to measure different aspects of democracy across time and place—more specifically almost every country in the world from 1900 to present, and a large proportion of countries going back to 1800. The idea is that we [the V-Dem Project] gather experts on concepts related to democracy who code both these concepts and other traits of political regimes.

The goal of the project is to gather somewhere around 5 experts to code these different characteristics of democratic governments for each country-year. Since experts give different assessments based on their conceptual differences, the project uses a specific type of statistical modelling to try and aggregate these expert-coded data into a cross-nationally and cross-temporally comparable dataset. The basic idea is that getting cohesive ratings is hard. Normally the experts give a score from 0 to 5, or something like that, but your ‘one’ maybe someone else’s ‘three’, and it’s difficult to alleviate these discrepancies, even though people are trying to tell you the same thing. This problem becomes even greater when you’ve got scholars from different backgrounds. I have been trying to develop methods to deal with this problem, and exploring and validating these methods has been one of the main goals in my research with Varieties of Democracy project for the last couple of years.

What else do you work on?

The second thing that I’ve done a lot of work on are issues of identity and language politics, mainly focusing on the former Soviet Union; I’ve done work primarily in Moldova and in Russia. Right now I’m trying to merge these two interests: my work on identity and language politics with the work I’ve been doing on validating expert assessments for analysing political regimes.

One of the things I’m focusing on in particular is trying to measure language change across regions of Russia using various types of data. Historically, questions about language

proficiency have been asked in different ways across time, so trying to come up with a consistent time-series of how, for example, language proficiency in Tatarstan has changed, is difficult. I’m trying to use techniques I worked with at V-Dem and apply them in this context, creating a consistent dataset from varying measurements.

Have you had any previous contact with HSE?

I’ve been to HSE several times prior to this year, mostly at the International Center for the Study of Institutions and Development (ICSID).

Three years ago I was at HSE for about a week doing some presentations, and before that I spent several summers in Russia doing field work for my dissertation around 2013-14. Also, in 2006-07 I was a Fulbright scholar in Tatarstan, mainly focusing on learning the Tatar language for my research.

Any special plans for this academic year?

I’m very interested in doing more on the linguistic project that I’ve mentioned, and I think it could be very relevant to people working on this issue in Russia, not to mention the greater fields of sociolinguistics and language change. I’m also continuing to work on the surveys I did in Moldova, which are also about the language issues.

In the first two modules I am teaching Bayesian Statistics, which is about a particular branch of statistics which I’ve worked with extensively when aggregating different sorts of data. I’m really excited about teaching that course to a class of very well-trained and motivated students. I also work with Master’s students in a research seminar and project seminar in the Faculty of Social Sciences.

Finally, I’m also a research advisor for two MA students and two BA students. The projects that these students are working on are really diverse and exciting— one student is working on impediments to American football in Russia, and another is gathering really amazing data about the relationship between refugees and voting patterns in Italy. It’s a great privilege to have the opportunity to help them develop their projects.



Discovering HSE and Russia

In this issue, we present a column by Ian Henderson, Editor at HSE Expert Translation Centre

Around HSE: Let's Take a Walk

As a long-term expat with over a decade in Russia's capital city under my belt, I've witnessed a myriad of change and development in Moscow. In fact, the amount of change I've seen here in just 5 or 6 years would be equal to 20plus years in a North

American city. In this time, I've seen the rise of Moscow City come to rival the Kremlin and Christ the Savior for the city's skyline. I've seen the number of pubs and restaurants and cafes triple or maybe quadruple over this time. And it's not just quantity; it's quality as well.

So with these opening words, I am going to give you, dear readers, a short tour of some of the best places near to HSE University's main buildings (Myasnitskaya and Pokrovsky Bulivar).

Exiting the HSE building at 20 Myasnitskaya and heading south, you find yourself at a wee fork in the road. In each direction, you can find something fun and interesting. Or facing the west, going up Myasnitskaya, you will encounter an array of restaurants, bars and cafes, all pertaining to different tastes. For a good experience, I would suggest Molly's Pub at 13 Myasnitskaya. One of the longest running Irish pubs in Moscow, they offer a nice array of beverages at reasonable prices. Also, they have quizzes (in Russian) on Mondays. So, if you want to brush up on your comprehension of Russian, or show off years of trivial knowledge, this might be a good place.

If you are feeling a bit more adventurous, and looking for something a bit out of the ordinary in Moscow, I would suggest then taking a stroll down Bolshoi Zlatoustinsky Pereulok, which runs south-east off Myasnitskaya. Perhaps the original nightlife street of Russia in the 90s and early 2000s, several of the classic venues (Bourbon Street and Propaganda both next to each other at 7 Bolshoi Zlatoustinsky Per.) are still around, which is a rarity for this city! In recent years, the street has been augmented with new venues like Papa Vader (a Star Wars themed bar at 3/5 Bolshoi Zlatoustinsky Per. for all you nerds out there) and Kozolov Jazz Club (9/2 Ul. Maroseika), which is one of the best music venues in town in terms of sound and array of performers. From there you can make your way down to Maroseyka Street, which has always been an interesting mix of shops and little eating

venues. For instance, if you are longing for Mediterranean, one of Moscow's best Greek restaurants can be found at 3 Maroseyka (Pita & Souvlaki) I highly recommend the gyros; even my Greek friends are impressed.

Moving further along, after stopping by at Respublika Book Store (17/6 Maroseyka st.) to stock up on the latest foreign translations of world literature, or acquiring a funny plush toy, you will meet the intersection of Pokrovka with Chistoprudnyi Boulevard. Here, at this little meeting of streets, offers much culinary delight to Muscovites. For lunch, on the southwest side, you will find Bratya Karavaevy (14/2 Pokrovka st.), a favorite of HSE staff and others who work in the area. This cafeteria style venue has quite a good range to choose from, from seafood lasagna to Finnish smoked salmon. It gets busy during the lunch and dinner hours but don't worry, you'll get a seat eventually. Across the street from there are even more culinary or entertainment options. Situated next to the Fragment of the Wall of White City site (which was under construction for what seemed a decade) is Imagine café (16/16 Ul. Pokrovka, formerly Krizis Zhanra).

A long-time staple of Moscow life, this café/bar operates as a comfy kinda hipsterish venue, offering a very good and cheap menu (one of the few places in this area to offer a high quality garden burger), while eves after 10pm, the tables get cleared away and bands take the stage. Or, perhaps you are in a rush, and heading northwards towards the Chistye Prudy area, you might even be brave enough to sample one of the several shawarma places running along at the start of Chistoprudnyi Boulevard, which have also started offering falafel wraps, which can be very tasty.

This is just a sample of the eats and entertainment one might find in just a 10 minute walk from HSE's main complexes on Myasnitskaya and Pokrovsky Boulevard. And it's really just scratching the surface. If you take a stroll throughout this fascinating area yourself, you are sure to come across a place to make your own while in Moscow!