'Be yourself; everyone else is already taken'

— Oscar Wilde

ext year, HSE University turns 30. Anniversaries are not only about celebrating, but also sharing plans and doing a bit of reflecting. The jubilee of the Nizhny Novgorod campus proudly opens a series of such events. The Nizhny Novgorod campus was the first one launched outside of Moscow with a mission of fostering regional development and prosperity. Its 25th anniversary is an appropriate time to talk about what it has achieved, the progress made and plans for further advancement. I am delighted that Campus Director Anna Blyakhman has accepted the invitation to be interviewed, where she shares her personal perspectives of the Nizhny Novgorod campus' journey up until the present, as well as its development strategies. The rest of the issue is devoted to highlighting the unique characteristics of the campus, be it research, education or both, combined and intertwined with the University's third mission. Furthermore, Dr. Fomenkov and Dr. Roelfsema highlight the important role played by the Faculty of Management in developing the Nizhny Novgorod entrepreneurial ecosystem. Dr. Savchenko comments about the new applied Master Programme on Computer Vision. In addition, Dr. Natalya Gronskaya speaks to us about the fundamental and applied aspects of the cerebral basis of language and their significance for the healthcare. Closing out this issue, Dr. Kertesz-Farkas shares his tips on how to handle life in Moscow with small children.

Yulia Grinkevich
Director for Internationalisation

'Our task is to do things better than they are now, or do those things that the region lacks'

Anna A. Blyakhman started working at HSE Nizhny Novgorod in 2004 as a teacher in the Mathematics Department, eventually becoming Deputy Director of HSE Nizhny Novgorod. In 2019, she was appointed Director of the Nizhny Novgorod campus.

The Nizhny Novgorod campus was the first non-Moscow campus. In your opinion, what made it stand out back then and what makes it stand out among other campuses today?

Every HSE campus is special in its own way. It was huge luck that the first HSE campus outside of Moscow was opened in Nizhny Novgorod; this is thanks to the courage and determination of our founding fathers - Lev Lvovich Lyubimov and Yaroslav Ivanovich Kuzminov, as well as the first campus director Gennady A. Yakshin.

THE KERNEL

In fact, Nizhny Novgorod has always been a university town. We have many [Editor's note: over 30] different universities with their own unique histories. Nizhny Novgorod is the closest city to Moscow that has over one million residents. And, certainly, Lev Lvovich was attached to the city [Editor's note: as the father of Lev Lvovich was a conductor at an opera house in Nizhny Novgorod, the family lived in the city for a long time]. When the idea occurred about improving the quality of regional (economic) education, spreading new ideas and education models that were already tested at the Moscow campus, the choice fell on Nizhny Novgorod. This has certainly left a certain imprint on us and placed a special responsibility. For the many ideas that occurred, we got used to being an experimental site. For example, there are different models of interaction with the regional education system - secondary school and general education systems. Our colleagues from the Perm campus quite seriously are addressing this issue now, but many initiatives were first taken here.

Another example is the field of Business Informatics, which was launched on our campus. Since Nizhny Novgorod used to be a closed city for many years, and natural sciences, physics and mathematics were quite advanced here. Over time, when the city opened again in the 1990s, it became a Russian IT mecca, also setting forth a certain trend for the development of our campus. Although the IT trend is understandable - data culture and digitalization are widely widespread now - this is one of the main distinctive features that make the campus stand out among the other HSE campuses in general. As I say to the parents of our potential students: 'Every programme has an IT lining'. When we discuss the development paths of our programmes, project ideas and initiatives, the IT component always forms the basis of anything.

The campus does a lot – research, education of students and schoolchildren, and entrepreneurship. What is the priority? What does it seek to achieve?

I think this is the model for HSE – everything is in its 'zone of attention' and everything is connected. Whenever we make a decision about any development – be it the opening of a new laboratory or start of an educational programme – we always think how such a decision would affect all other spheres at our institution. If it is clear there is no perspective in certain other spheres, we can think of more. For example, we had a Master's programme in applied mathematics and informatics. During meetings with partners, we realized there was also a need to prepare students in computer linguistics. Thus, we introduced a track within the Master's programme itself. Furthermore, we realized that, in order to train specialists who would be suitable for companies, they must possess a fundamental linguistic education. Since the Nizhny Novgorod linguistic university could not provide this in the way it was needed for the computer linguistics programme. So, we looked at our Bachelor's programme – what could be added to it so that students might be better prepared for the master's programme. Any initiative is considered in a similar way.

In this regard, how close is the Nizhny Novgorod campus to the classical university model? Is it the Higher School of Everything, the Higher School of Economics, or the Higher School of IT?

I would never claim we are about 'everything'. I generally think that a regional campus cannot and should not be about everything. In addition, this is not the task we have given ourselves. Even though we are part of HSE, we still live in Nizhny Novgorod and consider what is happening in the region. Our task is to do things better than they are now, or do those things that the region lacks. Our aspiration is to help the region to both develop and thrive.

When we understand what our contribution is - developing unique philologists, who can engage in applied linguistics and work with IT products, who can also analyze data and actually understand how data analysis can be used in philology. This is what we do. If we see that the region lacks professional designers and no one can train designers as HSE can – we would thus design the appropriate programme here.

What else characterizes the interaction between the university and the city/ region? Is it only your educational mission?

We also have a social mission. A knowledge-intensive environment of a university fosters the development of creative human capital. Thus, we educate, help to learn different competencies, give an opportunity to relax and express oneself in non-professional areas, to meet different people, get advice or gain experience. In principle, our institution should be a point of attraction for regional residents. The more universities, the better. People start having more options. It is a place where both old and young can meet. It happens quite often, and I feel great pleasure while in one of the university buildings, we be having a large corporate meeting with top managers or HR heads of corporations while, at the same time, primary school students are running around because they are taking part in school Olympiads. Children can see that adults also study and need to acquire new knowledge, while adults see that children are different nowadays - they can reason and do not exclusively study in schools. This is how a knowledge-intensive environment is formed and developed. I believe it should be further developed and expanded.

With so many projects and initiatives, what are you most proud of?

We are very proud of the Academy of Primary School Students, as well as our experience of working with children in general. This is a dream that came true two or three

years ago – there are many children at the university on a permanent basis. They are not afraid of the institution or the students here. Their parents visit as well and they can understand that the university is for all people; it is also for children.

We have different programmes and formats for schoolchildren who are tired of the standard school frameworks and want to look around and see other people, look at school subjects from a different angle, and talk to different teachers. They also have a chance to come to the university with a different environment and different air, meet schoolchildren of the same age but from a different school, as well as talk about school subjects. These all make schoolchildren gentler, better, more easy-going, and more cheerful. They develop the desire to visit the university, in addition to their regular school. We give them this opportunity through free and tuition-paid programmes, along with clubs of different directions. Little by little, they develop an attachment to our institution coupled with the ability to reason and reflect on different situations. They get the chance to try their hand at various things, e.g., intrusive vocational guidance.

What is the role of international students in the development of your campus?

Around 10% of our student population comes from abroad. Most of them come from former Soviet republics. I remember the feeling of uncertainty when they started arriving. Back then, we did not know the situation – is this going to good, or bad? Today, I can say with confidence that I am very happy we have them here. I see how relations between Russian and non-Russian students have changed. I see how Russian students, who only heard how our country was from their parents, start asking questions they would have never asked if students from other countries had not been here. I see how Russian students consider things during student meetings and most of the credit for this must go to students from other countries. In terms of educational pedagogical processes, this cannot be replaced by anything – curators or events.

Another aspect is the ongoing development of the learning environment. If there is a non-Russian-speaking student in the classroom, we will need to make them feel more comfortable – by not posing questions in Russian, not giving answers Russian, not presenting learning materials in Russian. Fortunately, we started to have more students like this on campus.

Moreover, it is helpful and interesting when students learn about each other's mentality and find out how people can be more or less sensitive to certain things. For example, when students in the Global Business Master's programme (a partnership of three universities – Johannes Kepler University (Linz, Austria); University of Bergamo (Italy); and HSE University (Nizhny Novgorod, Russia)) recently shared their thoughts about cheating and deadlines, they realized how different their cultures are. Although we get the most prepared and the most motivated learners, while also

cooperating with the regional government and corporations to encourage the best students stay here, we also understand there is another challenge – instructing them in a way that only HSE Nizhny Novgorod can offer and make sure they return to their regions.

What are some plans for the further development of the campus?

We have many plans with respect to AI research and computer sciences. We are launching a new Master's programme on Computer Vision this year, which, we hope, will create a serious impetus for its further development.

My keen personal interest is working with school children and our corporate partners. We need to build relationships with our corporate partners more comprehensively, not just as potential employers or vendors of application projects.

Our campus is also involved in drawing up the regional strategy for local HR development, which will not work without the comprehensive and combined effort of business and education. Our region is the most indicative and illustrative of this, as we are the closest million-person city to Moscow and the rate of the brain drain is terrifying. We did research together with the regional government on this topic and found out that Nizhny Novgorod is used as a springboard before moving further to west – to Moscow, St. Petersburg, or abroad. Our main goal – in terms of the education system and business - is to change the situation and the attitude towards our region. We are both a college town and an industrial town with many enterprises not only in IT, but also in mechanical engineering, steel and the chemical industries. There are businesses here to work with. Since we see the need for such cooperation with corporate partners from outside as well, we hope and are ready to operate as a pilot campus – something we proposed for the 2030 HSE Development Programme for the whole of the institution. Through foresight sessions and workshops, we develop different options for cooperation between regional corporate partners, youth and faculty. We also work on joint social projects with businesses in the interest of the region, along with projects to build educational trajectories for schoolchildren, e.g., early vocational guidance, in which corporations can provide vocational training. Consequently, any educational trajectory should be possible while you are within an academic space.

You have been at HSE for nearly 19 years. What made you choose this place and stay?

Something I tell my students – be with those whom you want to reach. In this regard, HSE has always offered me such an environment, where there would always be people to look up to. It is tremendously difficult and you are often on edge, but it is always interesting. Nothing will happen if there is no interest. It can be hard and even painful, but it's always interesting. You are always in a cascade of events involving some incredible people. And this is a true motivation!

We help to transform the city and the region

The Faculty of Management at HSE Nizhny Novgorod plays an important role in transforming the city and the region, as well as in the development of its entrepreneurial ecosystem - thanks to its faculty, who engage in relevant research; its students and educational programmes that include social projects, as well as international conferences, which bring together local and international professionals to share knowledge and best practices. At the same time, the provision of management education itself faces two main challenges – how to combine education and a research agenda, and how to align its academic curriculum with market demands.

Dr. Hein Roelfsema, *Leading Research Fellow at the Department of Venture Management of the Faculty of Management, shared his thoughts on the challenges that the campus currently faces.*

With the course on Venture Capital Investment, I personally focused on business a bit more and tried to balance this with straightforward entrepreneurial finance. A problem that often occurs is the commercial element, and we have to teach students how to generate a profit for investors. In this regard, business and economics insights, as well as technological insights, are important. Instead of being purely theoretical, I cite three start-up cases with different elements that students had to solve. Also, we should not overemphasize soft skills in entrepreneurship courses. Afterall, networking works differently across cultures. Certain issues are not generalizable and one should be careful with the kind of values you actually teach. Moreover, more progress in research and collaborations needs to be made. Staff should build up their skills and collaborate on papers with other experts, thereby boosting their publication rates.

Denis A. Fomenkov, *Deputy Director of the HSE Campus in Nizhny Novgorod and Dean of the Faculty of Management, spoke to us about how students and the faculty work together towards meeting new challenges and how various initiatives can help to transform the city and the region.*

We try to operate as a think tank, which can deal with the challenges faced by both the region and the city. This is being done at different levels - starting with students, as management cannot be taught only in the classroom. It is imperative to go beyond the theory and venture into the real-life context, with an eye on all of the difficulties and problems that really exist there. Otherwise, students do not understand why they need what we teach them. For this reason, we have built a project management framework at the faculty.

We commonly meet with representatives from the city administration and different ministries to discuss what projects are of particular interest for them and can be developed by our undergraduate students. Among the initiatives discussed, we choose the most interesting and useful, which can also generate tangible and visible results. Students also have a right to devise their own project initiatives. Thus, their first year is devoted to project planning; second year - fundraising through crowdfunding platforms.

Eventually, we ended up with a large number of projects that were carried out by our students. Our students initiated the repair of pedestrian walkways, organized sport events for low-income and vulnerable social groups, came up with street art guides, and initiated the installation of power outlets in buses (just to mention a few). The major outcome of these activities is that students now have a clear understanding that a project concept should always be followed by a complex implementation process, including negotiations with respective ministries and bureaucratic agencies. This kind of real-life experience helps them understand the basic principles of project management while also preparing them for professional projects.

Not only students, but also the faculty gets involved in social projects - often free of charge. For example, our colleagues worked out a strategy for the development of entrepreneurial skills in Nizhny Novgorod. They have also organized roundtables with ministries, along with various representatives and entrepreneurs from different fields. As the city's business operations are mainly retail with a very stable history, we discussed how local companies can branch out into high-tech entrepreneurship and what is needed for that. Our leading research fellow, Dr. Roelfsema, talked about international experience. For instance, in Europe, retail companies cannot survive without providing added value to their customers, because, otherwise, there are these large online competitors like AliExpress, Amazon, etc.

Another project involving our colleagues is the development of human resources and human capital strategies. A key problem in Nizhny Novgorod is that many talents leave the city and the region. We conducted a survey and a very large number (I will not reveal the percentage yet) of graduates and young professionals consider moving to Moscow, St. Petersburg or abroad over the next three years. In fact, their success criterion is their ability to leave. This is very bad both for the city and for the region, since we are losing the competition for talent. We conducted large-scale research among young professionals, highly qualified specialists and entrepreneurs in order to identify the key factors influencing their intentions to leave and how employees/companies can retain them. We then compared the results with the region's economic development strategy, while also organizing foresight sessions and focus groups with the HR directors of large firms, as well as target groups.

The Laboratory for Labour Market Studies assists us in a lot of ways - their analytics and statistics are very useful for the region.

The campus and the faculty also must face contemporary challenges and market demands through education. For example, thanks to an IT campus project, the Faculty of Management restructured its programmes to embed an IT component. It is clear that management is impossible without IT skills - it is a core part of HR and analytics, business processes, marketing and product management.

Furthermore, since the companies working with IT products in our region are particularly focused on serving global markets, they need English-speaking specialists who understand developers and development processes, and who can also construct a dialogue between the market and developers, as well as bring products to market. We have also introduced a completely new track at the faculty - Product Management in English. Another international programme, which we restructured around a year ago, is Global Business. This one is more focused on the management of international projects, because, since we are an industrial region, it is important for us to boost exports to markets. To promote the international research agenda and promote new approaches to innovation within the local entrepreneurial environment, the faculty also holds an international conference on business trends for practitioners and researchers from both local and international companies. This year, for instance, the participants discussed their research in marketing and entrepreneurship - Big Data analytics, changes in global supply chains, and the application of AI in business processes.

Master of Computer Vision – the new online programme on Coursera

In September 2021, HSE University's Faculty of Informatics, Mathematics and Computer Science at HSE Nizhny Novgorod launched the new applied degree programme Master of Computer Vision. Developed in collaboration with leading experts in the field of computer vision - Huawei, Itseez3D, Intel, Harman, and Xperience.ai – the programme is available on the Coursera platform and open to applicants from all over the world. Andrey Savchenko, Academic Supervisor of the new programme, talked to The HSE Look about how it came to be and what are its advantages.

What is included in the "computer vision" concept and how did the campus come up with the idea of creating such a programme?

Computer vision (CV) is a field of AI that is closely related to machine learning; it is used to process and understand images and videos. CV includes facial recognition, 3D reconstructions from multiple images, photo filters based on famous artworks, apps that identify objects in images and much more. Some examples you might have heard of are the Prisma photo editor app, the Mona Lisa painting that came to life, Yandex self-driving cars, or generated fake faces. A more complex example is a digital avatar that can be created from a photograph of a person and then uploaded to a game.

I am mostly responsible for the development of computer vision as a respective field at HSE Nizhny Novgorod due to my numerous publications and research projects in pattern recognition and image processing. First, this was a grant from the President of the Russian Federation for young doctors of sciences in 2017-2018; now, it is a grant from the Russian Science Foundation for emotional recognition studies. I also operated a research and study group for four years, which was supported by HSE, for multimedia data analysis on mobile devices. Thus, the computer vision field was being developed at our campus, and students were also getting interested in it. At the same time, a fairly large number of companies specializing in computer vision appeared in Nizhny Novgorod (the key developers of famous OpenCV library were from and based in Nizhny Novgorod). Then, we saw the success of HSE University's Moscow-based Master's programme in data science, so that HSE University decided to continue development of online master's programs together with Coursera. So, this has been a combination of circumstances.

Is the programme at HSE Nizhny Novgorod the only one of its kind in Russia? What makes it stand out and who are your target audience?

Computer vision as a specialization is rare because it is a niche field. Usually Master's degrees are much broader and only include courses on computer vision. The last time we analyzed the market was in the fall of 2020 and there were only a few programmes. In Russia, everything was held offline and only some parts of programmes are devoted to computer vision - at Moscow State University, at Innopolis University, and at Ural Federal University. There are some online programmes abroad, at Columbia University. And there are some online courses with certificates.

We realized we could offer something quite valuable. At HSE Nizhny Novgorod, we go deeper - the program includes courses that are exclusively focused on computer vision as well as applied tasks. We knew if we wanted to launch the programme, it would only be possible with the help of our colleagues from IT firms. Most of what we are currently recording for the course is done in cooperation with those currently working in this industry (at the same time, it is quite a challenge - you need to communicate a lot with them to get the creation of the course done). Since the field is developing very dynamically and even two-year-old articles may no longer be relevant, for Coursera, we record courses at the very last moment when it can be done.

The geography of those who are interested in the programme is exactly what we expected. It attracts those regions where it might be difficult to attain higher education - Asia and South America. We originally counted on them. There are some who came from Europe and North America. Also, several from Russia, which is surprising.

You are from Nizhny Novgorod yourself. Why did you decide to stay and develop the IT sector in your hometown?

After completing my specialist degree in software development, I had offers to move to Moscow and St. Petersburg. At that time, however, I was interested in continuing my postgraduate studies at HSE. Back then, many professors from my university transferred to a new faculty at HSE and my supervisor invited me to teach there as well. The University turned out to be a very interesting place for research activities. I defended my dissertation within two years and quit my job as a software engineer to work there. Moreover, I have a large family now and we truly like everything offered here. As a matter of fact, I used to participate in many distributed R&D projects and communicate with partners from the USA, China, France, as well as colleagues from many Russian cities. Right now, your place of residence does not matter: it is possible to remotely work as a CV engineer or data scientist from everywhere if you have a laptop and Internet connection. I hope that our program will bring the same possibility for learning, so that the relocation is not required even if you want to get a master's degree from prestigious university in emerging field of artificial intelligence.

Towards finding practical solutions to socially significant healthcare problems

The Centre for Language and Brain in Nizhny Novgorod started operations in September 2020. Today, it is comprised of a team of linguists - teachers and students - who are researching the relations between speech and parts of the brain. The Director of the Centre, Natalya E. Gronskaya, spoke about how the neuro-linguistic laboratory appeared in Nizhny Novgorod, as well as current tasks and prospects the Centre can offer the students and the region.

Why was the Centre for Language and Brain opened at HSE Nizhny Novgorod if, after all, there is already one in Moscow? What kind of research does the Centre conduct?

First of all, the opening of the Centre at the Faculty of Humanities in HSE Nizhny Novgorod was possible thanks to the support of Olga Dragoy, the Director of the HSE Centre for Language and Brain in Moscow, who received a research grant from the Russian Science Foundation in 2020.

The staff in Nizhny Novgorod has been closely cooperating with the Moscow Centre for Language and Brain for several years. Empirical and scientific research between the Centre for Language and Brain in Moscow and linguists at HSE Nizhny Novgorod, as well as neurosurgeons from the Privolzhsky Research Medical University (PRMU), began, in the fall of 2017, to perform language testing during awake brain surgeries (for the removal of brain tumors). The new laboratory institutionalizes a research group that already was working out of Nizhny Novgorod, while also setting the foundation for the future formation of a distributed inter-campus Centre for Language and Brain. Today, the Centre serves as a unique scientific structure in the region that carries out fundamental and applied tasks related to the cerebral basis of language. In addition to research activities, the Centre has an educational function and can serve as a base for programmes in neurolinguistics that are unique in Russia regions.

We have a combination of the resources and competencies of three major institutions (HSE Nizhny Novgorod, the Centre for Language and Brain in Moscow, and PRMU) with plans for further collaboration with other universities and clinical organizations in the region. The opening of the Centre at the Faculty of Humanities allows us to combine theoretical linguistics and applied context (awake surgeries, patients with speech impairments). The Centre's regional research agenda is oriented towards finding practical solutions to socially significant healthcare problems in the Nizhny Novgorod Region and the Volga Federal District - rehabilitation of patients with speech impairment - a study of speech disorders in the elderly and correction of speech disorders in children (including those with autistic spectrum disorders). Our theoretical research will address what happens to the 'tongue-brain' connection after surgeries and injuries, cases of language delay and speech impairment in children, and whether it is possible to influence these processes. This empirical research will include experimental activities (e.g., development and validation of various types of tests both for adults and children, mapping different parts of the brain during surgeries, collecting and processing Big Data, etc.), development of new methods for testing and the rehabilitation of patients with speech impairments, creation of alternative communication devices for adults and children with speech disorders.

What goals has the Centre set for itself?

The development of the Centre is line with the strategic goals of the HSE Nizhny Novgorod with respect to scientific/academic development, i.e., its development as an advanced regional research centre. We aim to create and develop a neuro-linguistic school in Nizhny Novgorod through the introduction of a specifically neuro-linguistic approach to the educational process at the Faculty of Humanities, as well as train and get HSE Nizhny Novgorod students involved in neuro-linguistic experiments in order to popularize the Centre's work.

We also aim to transform our scientific results into replicated and demanded practical tools, e.g., the application of the findings from brain injury research in clinical and pedagogical practice (in children with speech disorders trying to learn foreign languages), as well as the further possible commercialization of these developments. Moreover, the multidisciplinary nature of neurolinguistics itself will contribute to research activities at HSE Nizhny Novgorod through bringing together researchers from the various branches of science. We plan to expand the Centre's activities to address speech disorders in children, develop and improve existing speech therapy programmes for adults and children with subsequent clinical testing and implementation in clinical practice.

Discovering Russia with small children

The HSE Look is restarting a column about life in Russia, what can be discovered in its various cities, and interesting venues at HSE University and beyond. If you have an interesting experience to share, please contact us at: look@hse.ru. In this issue, we present a column by Dr Attila Kertesz-Farkas

The lockdown in Moscow is terrible with small kids. It is probably true without kids too. And everywhere else. All tips and tricks on regular stretching how to stay mentally fresh in home-office is futile when a three-year-old warrior is breaking down in hysteria because he cannot fly like a bird (thanks, gravity), while you needed to teach by Zoom. A trick which worked for us – beside the obviously evil YouTube – is that one day one of the parents hides in the bedroom to work, the child is forbidden to enter, while the other parent is holding the child and the house.

Once you can get out, Moscow parks and playgrounds are pretty cool for kids and parents. I must admit, I enjoy some toys and the huge slides and monkey bars. Perhaps, my personal favorite playground is the one at the corner of the Gorky Park, Salyut, another great one is at the VDNH near the Buran. Surprisingly, there are also many skateboard parks and bike ramps, such as Cherkizovsky Children's Park, which I believe help develop the kids' movement coordination skills. Unfortunately, Moscow is huge and it takes almost a one-day trip to visit these parks.

Another good option with kids is to go to some dacha in the Moscow suburbs for few days. There are many nicely organized cabins by a lake in the woods, where you can get there (and back) by taxi in 2-3 hours at a reasonable price. My son loves to dig in swamp, water the lake, sit by bonfire, observe the bugs and the nature in fresh air.

It is also interesting to observe parents at playgrounds. Perhaps, Russian families used to be considered as rather conservative compared to western Europe (men earn money, women cook and raise kids), but it seems to change slowly in Moscow. More fathers get involved in raising kids, pushing strollers, and I meet many men taking and picking up their kids from the kindergarten. Particularly, Saturdays seem to be fathers' days too because mostly (sometimes only) fathers supervise their children at playgrounds. Some parents seem to be overly protective and forbids their kids to climb or slide alone (on the playground), while there are many fathers encouraging their kids and teach wall-climbing, skateboard flips to their kids.

Perhaps, a setback in Russia is that public kindergartens accept kids from age of 3. Luckily, there are private kindergartens which accept kids usually from 1-1.5 years, albeit at a considerable price. Me, personally think, children are better off in kindergarten at earlier age so that they learn to socialize, to get friends, and to play with many interesting toys. This also lets mothers (and fathers) to be actively involved in the society and achieve a fulfilling life and career.

Children's Drawing Contest by the University bulletin "Okna Rosta"

Many people think that international laboratories have always existed at HSE. They are almost right: the first international laboratories have been started in 2010. There was no chance to celebrate the anniversary in 2020, but we hope that this year we will succeed! And the celebration will start with a competition!

Since in 2020 a lot of work has been carried within our houses and apartments, our families got involved in scientific research and shared the perks of a remote work with us. Younger family members must have developed the image of a "researcher at work" and, therefore, colleagues from Okna Rosta decided to organize a children's drawing contest – "My family in science".

Please submit drawings that tell how children see the scientific knowledge creation processes taking place in their very presence – how dad, like a brave knight, struggles with the integral; how grandmother analyses simulation models of emotion recognition on her laptop; how elder sibling solves math problems in seconds; how mom conducts the HSE Academic Council orchestra; and many other stories!

Entry requirements:

- Children of any HSE employee between 4 and 14 years old are eligible to participate;
- Only one drawing per child can be submitted;

- A drawing must be signed – please write down a full name of a child, her/his age and a full name of a parent employee;
- Please name the drawing.

Drawings can be submitted until October 8th to the following addresses:

- Moscow – 11 Porkovsky blvd., room T-722;
- Saint-Petersburg – 3A Kantemirovskaya str., room 338;
- Nizhny Novgorod - 25/12 Bolshaya Pecherskaya str., room 101 OR 1B Lvovskaya str., room 104;
- Perm – 38 Studencheskaya str., room 212.

Contest winners will be announced at the jubilee celebration and rewarded with memorable gifts. The drawings of the winners will decorate HSE venues.

ОКНА АКАДЕМИЧЕСКОГО РОСТА

SUPPLEMENT TO THE INFORMATIONAL BULLETIN