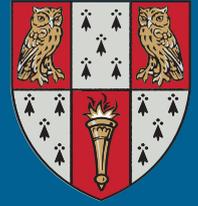


# HUGHES



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On the cover Ella Chan (2020, Law); this page Manrico Magozzi; p1 Jean-Luc Benazet; p8 Cassius Clark (2018, Graphene Technology); p13 Mariam Malik (2012, Engineering for Sustainable Development); pp 24, 25 Angela Wray; other photos provided by the subjects or Hughes Hall members

## Introduction

Dear Hughesians

Welcome to this issue of *Hughes* in which we celebrate our long-serving Senior Tutor, Dr Philip Johnston, before his well-deserved retirement, and report on continuing developments in the Bridge. We have an expanded section on the accomplishments of members of our community, including news sent to us by alumni. Please keep these coming. We want everyone to know about the very real differences Hughesians are making in the world.

We are now four terms into the pandemic and in spite of the extraordinary challenges our college and our community have faced, we continue to thrive. The pace of college life has slowed and maintaining elements of sociability has been near impossible with most staff and many students working and studying remotely. Our digital crutches have been amazing and the innovation they have spawned awesome. Even so, there remains nothing quite like sharing a meal and a conversation with a group of friends.

We are hopeful that college life as we knew it will resume soon. However, far larger numbers of alumni have been joining college events digitally and we intend to continue to make many lectures and events available to those of you too far away to join us in person. We will also experiment with blended events where a live audience is combined with a Zoomed-in one. Doing things differently, and sometimes better, has been one of the positive side effects of the pandemic.



With the cautious expectation that COVID-19 will continue to be in retreat as the next academic year approaches, we are planning the return of in-person events in college and – with luck – long-overdue visits to alumni in other parts of the world. Let’s see what the future brings.

While much still remains uncertain in the coming months, one thing we can be sure of: Hughesians will continue to tackle the challenges ahead and work to improve our societies worldwide.

Best wishes for a great summer and hopes for in-person reunions next academic year.

Yours

A handwritten signature in black ink, appearing to read 'WJ Conner'.

**William J Conner**

By-Fellow and Director of Institutional Advancement

# OUR SENIOR TUTOR RETIRES

The President marks Hughes Hall's evolution during Dr Philip Johnston's tenure



Hughes Hall has changed profoundly during the time that Dr Philip Johnston has been Senior Tutor. Student numbers have doubled, their experience and academic offering has been massively enhanced, we have built Gresham Court and refurbished much of the estate, our management and administration support has been developed, and our strategy and vision honed.

Philip is far too modest to claim any of the credit for any of these changes, but throughout his 12 years here, Hughes Hall has been extremely well served by its Senior Tutor.

When Philip first took up the position in 2009 as only our second full-time Senior Tutor, the sheer enormity of the work might have daunted many but he was unfazed. Philip rapidly saw the challenges and grasped the opportunity to change the ways things were done. The groundwork for the necessary changes had already been put in place, but someone had to make them happen. Philip has helped to ensure that today Hughes is characterised by professionalism across all aspects of the college.

When I became President in 2014 I swiftly learned from my fellow Heads of House that they dreaded the late night or weekend call about a student problem that their Senior Tutor (and

often also the Dean of Discipline) had been unable to deal with. I have never had that call. Philip and his great team have dealt calmly with what has been thrown at them, even in this most difficult of years. For that I will be forever thankful.

## A more robust college

Philip has provided wise guidance and advice to the college and contributed greatly to our students' wellbeing. He has developed a whole series of effective programmes to support students and created an excellent team to share the considerable workload. He leaves the college in good hands.

Hughes Hall now has a much more professional framework – one that can survive whatever challenges are flung at it, as the past year demonstrates. The college is more transparent and more accountable and, thanks in large part to Philip, it is more robust.

Philip writes that Hughes Hall has come of age. As Senior Tutor he has played a critical role in that development. I am sure you will all join me in wishing him very well for his retirement.

A handwritten signature in black ink that reads "A. Freeling". The signature is fluid and cursive, with a long horizontal stroke at the end.

**Dr Anthony Freeling**  
President

“

Hughes Hall has been extremely well served by its Senior Tutor

## 'Hughes has come of age'

### A retiring Senior Tutor's reflections

**When Dr Philip Johnston joined Hughes Hall in 2009 as Senior Tutor, the job description was full of terms like 'improve, develop, take initiative, give leadership'. In the years since then, he has demonstrated all those qualities and more. Now, on the eve of his retirement, Philip reflects on his 'very challenging and extremely rewarding' time at Hughes Hall.**

Hughes Hall has truly come of age as a Cambridge college in the last decade. This has been a remarkable period of growth in numbers, infrastructure, vision and integration. Hughes Hall no longer sits on the outer periphery of Cambridge colleges as a relative newcomer. It is well integrated into university and inter-collegiate life, provides excellent facilities and support for its increasingly diverse student body, and has a clear vision for the future. I have been privileged to be its Senior Tutor for the last 12 years (2009–2021) and to have played a part in this wonderful development.

The basis for our current momentum was laid long ago with a progressive foundation in 1885, followed by agility and adaption to survive through the early 20th century. Then came the crucial late 20th century developments: expansion of the student body from the early 1970s to both genders, all subjects and all levels; and extensive building from the late 1980s, with the Pavilion annexe, Chancellor's Court, Centenary and Fenner's Buildings, Leong Library and Gresham Court.

But the development of the last decade has been far more profound than any of this. A key aspect is the exciting vision for a college which bridges academia and the wider world. However, I want to focus here

on the extensive developments in my own areas of responsibility. A Senior Tutor has to be a 'jack of all trades'. The old saying continues 'and master of none', but that's not possible in this role, since you have to quickly master a wide range of activities and arcane knowledge, and contribute to almost every college area and committee. My work has involved three broad areas.

#### Improving student support and wellbeing

Over my 12 years the student body has nearly doubled, with a steadily growing undergraduate cohort, several large part-time Master's courses and more PhD students. The Senior Tutor's main responsibility is oversight of all students. This covers helping students in difficulty, leading the tutorial team, being a tutor myself, steering admissions, leading the Directors of Studies, addressing academic concerns, overseeing hardship and scholarship awards, and ensuring good administration and strategic leadership.

This growth in numbers and diversity meant that it was critical to invest in support for our student community. So in this last decade we have diversified the team with Associate Tutors and Deputy Senior Tutors, appointed a Nurse and Counsellor, and recruited increasingly professional and competent administration. We've revised all the old policies and instituted



many new ones, addressing key issues such as disability, equality, safeguarding and study support. We've steadily increased college bursaries for student hardship. We've massively increased college funding for scholarships from zero to £100,000 pa and successfully attracted many more external benefactors. We have also developed the college's post-doc community, both in number (more than tripled) and in engagement with the student body and senior membership. Overall this has been a huge collective effort, and I'm proud to have led the team.

#### Supporting college senior management

I've worked with two Presidents, two Bursars and four Development Directors. Each change has brought new ways of working and new

## My Hughes odyssey

What are my personal memories of this eventful odyssey at Hughes?

Obviously far too many to list, but the kaleidoscope will include:

- countless individual discussions with students on all manner of subjects
- start-of-year Induction Days, with hundreds of bewildered new students
- many a Matriculation Dinner, celebratory dinner and graduation ceremony
- staff colleagues working hard to provide and improve student support
- playing squash and badminton with college teams
- working closely with every MCR President
- undergraduate interviews across the whole range of subjects
- enriching encounters with the senior members, including our Nobel Laureate
- cycling in to work every day, and often round town to meetings
- recent alumni dinners in Dublin, Singapore and Hong Kong
- memorial events following the deaths of students and our Development Director
- hundreds of committee meetings, thousands of documents, myriad emails

- above all, the chance of helping students in their studies and in life.

And what about retirement?

Alongside my day job as Senior Tutor I've done a little teaching and writing in my subject area of Old Testament/Hebrew Bible. But not much beyond regular book reviews and a few articles, so I'm looking forward to renewed acquaintance with my bookshelves. Plus a bit more leisure time, and – of course – the occasional visit to Hughes to enjoy friendship and fellowship, happily free from my current responsibilities!

enthusiasms, especially from the Presidents: Sarah Squire worked hard to enhance the student experience which Anthony Freeling then furthered, adding a drive to bridge the academic and wider worlds. Recent appointments of Fellows and College Officers have brought other excellent colleagues, and together we have enabled Hughes Hall to develop in all directions.

### Enhancing University cooperation and representation

The 31 Cambridge colleges are legally independent and all operate differently, but they need to work

together, all the more so with increasing educational changes and the pandemic challenges.

However, change does not come easily. So I've made a point of being as involved as possible, contributing to a dozen different University committees in both policy decisions and practical details. Central administration traditionally focused on undergraduates, but now pays increasing attention to postgraduates. Rightly so, since the latter now constitute nearly half the University's students as well as the large majority

at Hughes. I'm very pleased to have contributed to this shift of emphasis.

### Looking ahead

Despite a very difficult pandemic year for many college members, Hughes Hall is in good shape. It has a strong foundation, has developed excellent student provision, is thoroughly integrated into the University and has a distinctive vision for the future. It has truly come of age! So I leave in good heart, and wish my successor every success as she leads the academic and welfare team through the coming decade. ●

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**To mark Dr Johnston's retirement, the college is welcoming contributions from across the Hughes Hall community to establish a new prize that will recognise outstanding achievement among our postgraduate students – the 'Philip Johnston Prize'. This important initiative, close to Philip's heart, will ensure that many more students receive recognition from the college for their hard work. Donations for the Philip Johnston Prize can be made online at [www.hughes.cam.ac.uk/gift](http://www.hughes.cam.ac.uk/gift)**

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# The Marsh Marigold Tramp Club

**Dr Jean Lambert, Honorary Archivist and Life Fellow, delves into the archives of Hughes Hall once again and comes up with a lively account of one of the college's earliest societies.**

Miss E M Wilmot Buxton, alumna of this college and schoolmistress at Brighton High School for Girls, proposed the idea of the Marsh Marigold Tramp Club (MMTC) in the autumn of 1893. She suggested the club's aim was to encourage 'acquaintance with one's native land' – an aim that would surely chime with many of us with the recent travel restrictions. One or more tramps lasting a week or ten days and conducted on strictly economic principles were to be undertaken annually. Locations might include the Weald of Kent and Dartmoor.

The use of the word 'tramp' rather than 'walking' or 'hiking' is unusual though unsurprising, since doing things differently is a Hughesian tradition. (Compare the use of 'gild' for the college's alumnae association.) But exactly what was meant by 'tramp' is not explained. A heavy or forcible tread? A stamp, trudge or march? Or a long, tiresome walk?

Conversely, the choice of 'marsh marigold' presents no such problem. The golden marsh marigold grew in abundance along the Cam and in the nearby water meadows surrounding the college's first home in Newnham. By 1893, it had been adopted as the college flower and is emblematised in the earliest version of the college crest, which was probably designed by students. The marsh marigold was especially appropriate for the Tramp



College crest designed by students in the 19th century featuring the marsh marigold

Club given Miss Hughes's practice of accompanying each new student on a long walk through Grantchester Meadows for the purpose of getting to know her better.

Unfortunately, there appears to be no extant record of the MMTC tramps undertaken in the native landscape. There is, however, a vivid description

of the redoubtable Miss Wilmot Buxton leading a party of students on a three-week trip to the High Alps during the Easter vacation of 1894.

## **A whirlwind tour**

Seven cloaked females disembark on the steamer from Newhaven. Paris is the first stop on their itinerary. Under a blazing sun, they proceed at a rapid

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## doing things differently is a Hughesian tradition

gallop through streets and buildings, glimpsing the majesty of Notre-Dame, the beauty of the de Milo ‘Venus’, and a tall column marking the spot where the voracious guillotine once stood.

After two nights of sleepless travel, they arrive, begrimed and dishevelled, in Berne. Here they study the grand (albeit cold and grimy) buildings and refresh their weary souls with sweet music from one of the finest cathedral organs in Europe. The party note quaint old streets and al fresco activities, rollicking bears, and the great wooden clock with its absurd cock flapping its wings and crowing on the hour.

### Steep ascents. Painful descents

The Lauterbrunnen Valley delivers their first vivid picture of blue lakes and snowy peaks, with the Jungfrau, Black Monk and Breithorn rising above. A steep, steep climb brings them to Gimmelwald at the head of the valley, where the seven stern and ruthless females, armed with slippers, frantically try to exterminate earwigs from their lodgings. More exciting – and certainly more fun! – the party avalanche in a human caterpillar at terrific speed down the snowy slope of the Schilthorn.

Several steep ascents follow. Wearing nailed boots, short skirts and straw hats, they process in single file up a seemingly endless succession of steeper and steeper heights, each one tantalisingly hiding their destination. ‘It’s always the next hill but one’



Marsh marigolds painted on the title page of the commemorative volume that the students made for Miss Hughes in 1899

declares the infant of the party despairingly; another bemoans seven hours without food. At the summit of Roth Tal seven women, too weary to take in the picturesque scenery, sleep soundly in the sunshine. Below lies the blue glacier. Sunlight adorns the tops of the fir trees, the gleaming waters of the falls and the foaming river winding its way along the base of the mountains.

Their short respite is followed by painful descents over grassy, stony slopes, reducing the boot of one

student to a shapeless leathern mass, its owner to agony. An adventurous member of Miss Wilmot Buxton’s party inadvertently avalanches; others descend rather more sedately.

The penultimate scene is one of panic as railway tickets and purses are temporarily mislaid. But all’s well that ends well: safely back on board the steamer, heaps of rugs and seven dishevelled human beings are scattered about on deck, homeward bound. ●

**Today Hughes Hall has around 30 clubs and societies, where students can participate in everything from handball to knitting. Miss Wilmot Buxton would be gratified to know that one of these is devoted to casual climbing/bouldering, with a regular climbing slot on Saturdays and outdoor bouldering trips when possible.**

[mcr.hughes.cam.ac.uk/clubs](http://mcr.hughes.cam.ac.uk/clubs)

# Hughes Hall and NHS entrepreneurship

**Dr Stephen Axford, Governing Body Fellow and Director of Strategy and the Bridge, explains how the Bridge at Hughes Hall plans to develop a programme with the NHS that will enable clinicians to make an even greater impact.**

We all feel that sense of excitement at those moments when a range of quite different and only loosely connected ideas come together and inspire thinking about just how much better the world could be. Over the past challenging year, the relatively small community of Hughes Hall has demonstrated a vast range of innovative and global activity that has attacked the pandemic and its impacts head-on (see following pages). We are now building on this to focus on the wider relationship between the college and the public health community, exploring what we can do together to achieve a healthier and more resilient society.

## Improving healthcare through clinical entrepreneurialism

If we want to improve healthcare – not a bad proposition during a pandemic – let’s think why the UK’s NHS is still seen by many, if not most, as the best example of public service health provision. Key to its success is its research activity, which takes place across the organisation, in hospitals, institutes, universities and in partnerships with the private sector. As one organisation, it has access to the largest single patient body and associated records, and it provides an environment where innovation can flourish. However, for successful innovation, we need people to show

creative flair, for that to be nurtured and encouraged, and for the incentives and processes to be in place to allow these individuals the space to be successful – both personally and for the benefit of healthcare.

This way of working is generally referred to as clinical entrepreneurialism. It’s a broad concept aimed in its wider sense at bringing together clinicians (from medicine, dentistry, nursing and the allied health professions) with entrepreneurs, business-focused support and education, mentoring and supporting structured access to potential funders. While entrepreneurialism may primarily be commercial in focus, it may also be more socially directed. The strategy of clinical entrepreneurialism is advanced in North America, and to a lesser degree in other universities within Europe and the UK.

### Professor Bill Irish

We are fortunate in having Professor Bill Irish as a Governing Body Fellow and Tutor at Hughes Hall. Bill is the Regional Postgraduate Dean for medical training in the East of England, working for Health Education England (HEE), part of the NHS. One of Bill’s key areas of concern is how the NHS can improve its offering to clinicians on a senior career



Professor Bill Irish

track who also want to explore their innovative and entrepreneurial ideas for improving healthcare, whether that’s through a new device, an app, a new way of working, a commercial relationship or many other routes. ‘The NHS is very committed to this area – partly due to the commercial opportunities it presents for the UK, but mainly around potential transformational opportunities for healthcare within the NHS,’ Bill explains. ‘Interest is particularly focused around advancing clinical care through, for example, information technology and genomics, but also on efficiency gains, and early improvements in the quality of patient care.’

‘The NHS offers a unique “space” to develop innovations and ideas as it provides seamless access to the entire

population of the UK, within a closed and fairly tightly managed ecosystem. This is not available anywhere else in the world!

‘Within NHS England (the main commissioning arm of the NHS), the importance of this area is clearly recognised. For the last three years it has been supporting a modestly funded but reasonably successful clinical entrepreneur programme across the health professions. In conjunction with HEE, a pathway has been developed that allows flexible access to postgraduate medical training, combined with time and mentoring to allow trainees to develop their skills and ideas.’

### Clinical entrepreneurialism at Cambridge

Hughes Hall combines a multidisciplinary academic body with a fellowship drawn particularly from education, business, medicine, genomics and bioscience, and a strong commitment to translating knowledge into practice through its Bridge initiative. Bill believes it is the ideal environment to take a lead in this area and develop this important and valuable opportunity.

His proposals centre on supporting an initially small number of the most promising clinical entrepreneurs and giving them the optimum support. In the longer term, the intention is to develop a higher-level offer which complements the NHS England scheme, but is more aligned to similar programmes offered by institutions such as Stanford and Harvard.

Bill explains why he thinks Cambridge – and Hughes Hall – is so well positioned to implement

this. ‘The East of England Deanery (part of HEE) educates 5,000 postgraduate medical and dental trainees to consultant and GP level on a hub-and-spoke model, focused around Cambridge. It is already very supportive of academic and entrepreneurial trainees through flexible and bespoke access to speciality training.’

‘Cambridge offers a flourishing local ecosystem based on informatics, engineering, biotechnology and medicine. It also encompasses enterprise-focused providers such as the Cambridge Judge Business School, which have programmes for (and a track record in) supporting potential and early career entrepreneurs.’

‘At Hughes Hall, alongside our strong educational heritage we have world-leading researchers in many medical disciplines and a large cohort of student medics on the graduate medicine course. To further enrich the mix, we have great depth in business education and research, with several Fellows at the Cambridge Judge Business School. We have all the ingredients.’

### A pilot scheme

The pilot scheme will be developed over the next couple of years. Some of the things we might expect to see rolled out include:

- a wrap-around programme of seminars, potentially open to others interested in this area
- partial or full bursary or scholarship support for the programme, to supplement the NHS salary
- help to access funding and investment, and to connect individuals to the wider Cambridge landscape
- ongoing mentoring through the remainder of their clinical training programme from the Judge and Hughes Hall.

### Upskilling for impact

What’s really exciting about this potential programme is how it adds to our growing portfolio of activities that are concerned with ‘upskilling for impact’ – something the college is developing as a part of offering education that transcends the traditional boundaries of undergraduate and postgraduate teaching.

At the Bridge we already run our successful Impact Leadership Programme, aimed at early career researchers, and this broader educative approach is at the heart of other college projects such as the Centre for Climate Change Engagement and Chapter Zero (focused on business leaders), and the Digital Education Futures Initiative, looking at how everyone learns in a connected, digital society.

Clinical entrepreneurship is a very natural topic for Hughes Hall to pick up and run with over the coming years. ●

- flexible clinical training in a postgraduate medical speciality; this would allow breaks in clinical training to give ‘space’ for study and so develop skills in enterprise, business planning and seeking funding
- an academic home at Hughes, with regular support from peers and interested Fellows

# Tackling COVID-19

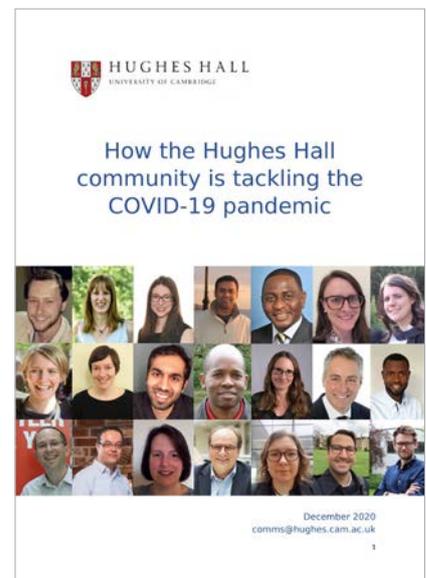
In *How the Hughes Hall community is tackling the COVID-19 pandemic*, Sarah Langford, Communications Manager, has collated a selection of the diverse and significant ways in which our members are contributing to local, national and international efforts. Both students and seniors are making a tangible difference to people's lives, not only now but also for years to come.



## Dr Nyarie Sithole

Dr Nyarie Sithole, a Hughes Hall Research Associate and a NIHR Clinical Lecturer in Infectious Diseases at Addenbrooke's, was one of the first doctors at the hospital to look after a COVID-positive patient. During a rollercoaster year in which every day was a 'learning experience', he played a significant role, supporting efforts to tackle COVID-19 at the clinical level. Nyarie is also working at the forefront of the UK's efforts to address long-COVID; he hopes his research will impact around the world. ●

'Many long-COVID sufferers have felt ignored and dismissed – I hope I can change that.'



Read more about the difference Nyarie and others are making in [www.hughes.cam.ac.uk/hughes-hall-community-and-covid](http://www.hughes.cam.ac.uk/hughes-hall-community-and-covid) and in the News section of the Hughes Hall website.

## HOOT for Hughes!

As the mighty crews of the Hughes Hall Boat Club Owls prepare to return to the Cam post-COVID-19, a new sound has captured the imagination of everyone on the towpath: 'HOOTing!'

This powerful rally cry, created by and for our rowing warriors, has gone viral as both Town and Gown discover the cathartic benefits of 'HOOTing' at the top of their lungs; that this vociferation is also designed to spur on our crews during races is a given.



Training on the erg in our new owl-themed rowing kit

So get ready to 'Do the HOOT!' We encourage all students and alumni to practise the highly therapeutic

'HOOTing' during these pandemic times. Breathe deeply and then simply cry out: 'HOO-HOO!!!' ●

## Awards, achievements and news

### **Nirosha Balakumar (2020, Education, Globalisation and International Development)**

Current student Nirosha took part in *Untangling Networks* at this year's TEDx Cambridge University conference. In 'Mind the gap: navigating higher education as a racialised student', she talked candidly about race, her journey to Cambridge and the barriers faced by marginalised students at Cambridge and across higher education.

### **Dr Katie Brokaw (2003, English)**

Katie has co-directed the film *Imogen in the Wild*, an adaptation of Shakespeare's *Cymbeline*. This is the fourth offering of Shakespeare in Yosemite, the theatre company she co-founded and the only Shakespeare company to perform in an American National Park. In spring 2021 the company adjusted to pandemic restrictions by creating the film that was shot in both Yosemite and in California's Central Valley. The film adaptation addresses issues of land use, ecological collapse and the need for collective action. It was released for free on YouTube for Earth Day (April 22).

### **Mark Chellingworth (2007, Economics)**

After an 11-year career in banking, Mark grew frustrated at being overcharged for formal shoes. Believing that quality doesn't have to be expensive and that everyone should be able to afford the best, he went directly to the source and now sells handmade English shoes through his startup, Apostle Shoes, Mark intends to expand the approach into other categories. Visit [apostle.shoes](http://apostle.shoes)

### **JD Deming (1986, International Relations)**

Recently appointed to the Cultural Property Advisory Committee in the US, JD works on cultural property agreements – tools for preventing illicit activity. In some countries, it is unlawful to excavate, remove or export cultural objects without a permit. Once a bilateral agreement is in place and corresponding import restrictions have been imposed, importation of designated objects into the US is prohibited except under limited circumstances. The aim is to protect cultural heritage by reducing the incentive for further pillage of archaeological and ethnological material.

### **Simon Dwight (2017, Social Innovation)**

After running a homeless and refugee charity for ten years, Simon started a new role in July 2020 as a Specialist Advisor on Rough Sleeping at the UK's Ministry of Housing, Communities & Local Government. He has contributed to the Government's 'Everyone In' pandemic initiative which moved over 30,000 people sleeping on the streets into accommodation. Within his role, he specialises in supporting faith, community and third sector organisations across the country to work with local and national government.

### **Roger France (Former Visiting Scholar)**

An architect and town planner, Roger moved from being a lecturer in historic conservation to roles in the City of London. Elected to the Worshipful Company of Chartered Architects, he



started the first UK mentoring scheme for students of architecture before being elected Master. He was then a founding member of the Worshipful Company of Educators for which he acted as Chaplain. While at Hughes (1992–1994) he worked on a research scholarship on architectural education awarded by the Architects' Registration Council of the United Kingdom. He lives in Cambridge and is part of the University's chaplaincy team.

### **Dr Nelda Frater (1986, Medicine)**

After being made aware of a family of five children that had no computer at home – they had no means of connecting with their school or teachers and lost out on months of education during the lockdown – Nelda decided to crowdfund for computer equipment for disadvantaged BAME children. She worked with seven Haringey primary schools and a secondary school in Leeds. Computers have been provided for 52 children, allowing them to continue to access their lessons during the pandemic. Thanks to everyone who has contributed to: [www.crowdfunder.co.uk/bame-childrens-computer-fund](http://www.crowdfunder.co.uk/bame-childrens-computer-fund)

**Dr Andrew Hoolachan (2011, Environment, Society & Development)**

Andrew, a Lecturer in City Planning at the University of Glasgow, was part of the teaching team who won the Policy Press Outstanding Teaching Award 2020. This competitive UK-wide teaching award is open to all UK higher education institutions and is awarded by the Social Policy Association, the leading professional association for social policy across the UK. Andrew delivers two honours courses in the Public Policy Honours programme. 'Remaking Cities' and 'Urban Economy' analyse and evaluate urban policy in UK cities. Andrew completed his PhD at Hughes Hall in 2017.



**Dr Brad Jessup (2006, Environment, Society & Development)**

The Australian Legal Research Awards are the initiative of the Council of Australian Law Deans and designed to promote and highlight research excellence and innovation by Australian legal scholars. Brad's thesis, *A New Justice for Australian Environmental Law* won the award for best PhD thesis in law across Australia. Within his thesis, Brad argues that environmental law is confined by the administrative law system and the sustainability frameworks that the law is still grappling to interpret. He argues that Australia needs a new framework for its environmental laws drawn from the communities that

have endured injustices arising from their encounters with it. Brad's thesis was described as 'an original and timely thesis...challenging how we think about the past and the future of environmental law in Australia'.

**Thomas Lister (2015, Sociology)**

In December, Thomas was awarded a PhD in Medical Studies from the University of Exeter (pending amendments). His research surrounded the diagnosis and self-diagnosis of autism in adulthood. Thomas studied for an MPhil in Sociology in 2015 and was a recipient of the Isaac Newton–Hughes Hall Scholarship for graduate research.

**Ashley Lodge (1996, Education)**

Ashley has been leading on mental health and wellbeing product development for Pearson UK's schools business. His role took him on secondment to Italy at the end of 2019 where he ran a pilot of a four-week introductory mindfulness programme at the Italian Ministry of Education. The encouraging results will be published later this year. His role as Global Mindfulness Lead for Pearson has allowed him to support staff across many countries and he has also been curating and creating free COVID-19 mental health support content for schools which can be found on Pearson UK's schools webpages. Ashley also runs his own mindfulness and coaching consultancy: [www.mindfulnessandcoaching.co.uk](http://www.mindfulnessandcoaching.co.uk)

**Dr Kishan Manocha (2001, Law)**

In August 2020 Kishan was appointed Head of the Tolerance and Non-Discrimination Department at the Organization for Security and Cooperation in Europe's Office for Democratic Institutions and Human Rights in Warsaw. He works closely

with the governments of the 57 OSCE member states to address all forms of intolerance and discrimination. His book, *On the Significance of Religion for Diplomacy*, was published by Routledge in October 2020. The International Association for the Defence of Religious Liberty awarded Kishan the prestigious 2019 Eleanor Roosevelt Prize for advancing religious freedom.

**Patricia Mato-Mora (2017, Architecture and Urban Design)**

In November 2020 at an event at Ludwig Maximilian Universität München entitled 'Indigenous Shapes of Water', Patricia presented her research on resilient urbanisation strategies in the arid climate of the Sonora desert: *G'iko Ce:mo'bidag: A Proposal for Urban-Agrarian Development in the Gila River Indian Community*.

**Dr Alexis Papazoglou (2007, Philosophy)**

Alexis has recently set up a podcast, *The Philosopher & The News*, in which he interviews some of the world's most interesting philosophers. Together they bring to the surface the philosophy hidden behind the biggest news stories and explore the ideas that can help us understand the times we are living through.



**Sonali Pathirana (1998, Development Studies)**

Sonali was named Managing Editor for internships and entry-level hiring across Bloomberg News's American operations. She was closely involved

with Hughes's alumni network while she was in London running breaking news and news automation operations for Bloomberg across Europe, the Mideast and Africa. Sonali is a diversity and inclusion champion for the global news business and is designing the curriculum for Bloomberg's diversity journalism programme, a collaboration with City University (London), Berkeley and the University of North Carolina (US). She is now based in New York.

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### **Samantha Scott (2003, Education)**

Following graduation, Samantha worked for 20 years in schools, focusing on ensuring every child is recognised individually to ensure maximum achievement, attainment and engagement along their learning journey. Currently she is Headteacher at Heathcote Preparatory School and Nursery in Danbury Essex. She has spent the past year on a comprehensive response to pandemic offsite learning for 2–11-year-olds with the school management team, working to engage pupils to continuously excel with education when they are often not onsite. Staff teach numerous daily live lessons, the pupils receive live feedback and marking, and staff delve into interventions to ensure small-group learning continues. This ensures that pupil wellbeing and excellence remain paramount.

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### **Dr Ping Shum (2011, Politics)**

Ping has been teaching journalism at the University of Roehampton in London for three years. In August 2020 he was promoted to Senior Lecturer.

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### **Calvin Orlando Smith (2003, History of Art)**

Calvin made his Broadway debut at the Lunt-Fontanne and Minskoff theatres as 'Cecco' in the Tony-



nominated revival and national tour of *Peter Pan* starring Cathy Rigby and J K Simmons. He has had numerous other roles in national and international tours and productions, including *Evita*, *My Fair Lady*, *The Threepenny Opera* and *Aida*. Calvin has shared the stage and television screen with many well-known artists including Isaac Hayes, Ruth Buzzi, The New Kids On The Block and Garth Brooks. Calvin was the first African American to be accepted into the Department of History of Art at Cambridge and graduated with a MPhil in 2004. Calvin was last seen on stage with Maui Academy for Performing Art at Maui Arts and Cultural Center as Captain Phoebus in *The Hunchback of Notre Dame*. In November 2020, Calvin appeared as Man 2 in Jason Robert Brown's *Songs For A New World* at Maui's historic Iao Theater, in Hawaii's first livestream theatrical production.

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### **Dr Caroline Smith (1970, Education)**

For nearly 15 years Caroline (née Shott) and four other Cambridge PGCE alumni, Hugh Sandison, William Merrick and her husband Professor Gary Smith, have produced self-written pantomimes in the US as part of KATS (Kennett Amateur Theatrical Society), based in Kennett Square, Pennsylvania, home to Gary and Caroline. This year the team rose to the COVID-19 challenge by producing a fully Zoomed *The Prince and the Carrot*, using Zoom's limitations and strengths in the plot.

### **Dr Mingzhi Wang (2012, Engineering)**

After obtaining his PhD degree at the University of Cambridge, Mingzhi is now a lecturer in his home country of China. He continued the research initiated and inherited from Cambridge, maintaining a correspondence with his PhD supervisor, Professor Abir Al-Tabbaa. In their recent publication (Wang et al, 2020), a new 3D method to assess the electrical resistivity of a network in heterogeneous media was successfully realised.

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### **Yuan Yi Zhu (2015, International Relations)**

Yuan has been appointed a Senior Research Fellow at Policy Exchange's Judicial Power Project. He works on the balance between judicial power and political power within the British constitution. He is a College Lecturer in Politics at Pembroke College, Oxford and is completing his DPhil in International Relations at Nuffield College, Oxford.




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### **Asrif Yusoff (2017, Social Innovation)**

Asrif recently began his new appointment at PETRONAS Leadership Centre, the company's learning and development centre near Kuala Lumpur, Malaysia. He was also appointed as an Adjunct Associate Professor in Social Innovation & Change at Taylor's University. After completing his studies at the Cambridge Centre for Social

Innovation, Asrif began his doctorate at Durham University where he is currently researching organisational learning and leadership development.

### **Joseph Hongsheng Zhao (2018, Land Economy)**

Joseph is a PhD candidate in Land Economy and an Edwin S H Leong Scholar (2018–2019) at Hughes Hall. In 2019–2020, he was awarded two field grants from the Henry Lester Trust and the Universities' China Committee in London for his current research project on the rural–urban migrant's urbanisation experience in different tiers of cities of the Greater Bay Area of China. He is currently conducting fieldwork in Guangdong, south China.



Fieldwork in south China with migrant workers from a construction site, supported by the two awarded grants

## The New Year Honours 2021

**We are delighted that three of our alumni were named in the New Year Honours 2021, in recognition of their outstanding achievements and service to society.**

### **David Bickle (1992, Land Economy)**

David has been awarded an OBE for services to UK/Japan relations. Having won the 1992 Varsity Match for Cambridge, he continued to play rugby for Kobe Steel on his move to Japan. He also represented the Japanese national team in 1996 and

1998. He is currently the President of the British Chamber of Commerce, Japan, and Partner at Deloitte Tohmatsu Tax Co.

### **Stephen de Silva (1977, Education)**

Stephen has been awarded an MBE for services to heritage. Stephen has been a volunteer and a guide at St Albans Cathedral, Hertfordshire, for over 40 years.

### **Damian Hopley (1992, Education)**

Damian has been awarded an MBE for services to Rugby Union. Damian had a brilliant playing career in Rugby Union, amassing a number of games for London Wasps, the England 7s and the England Senior team, before retiring early due to injury. He then set up the Rugby Players' Association (the primary Rugby Union players' union for England-based players) and still serves as its CEO.

## Sporting achievements



### **Dara Alizadeh (2017, Education, Policy and International Development)**

Dara has been involved in two Boat Races (2018 and 2019), winning both for the Light Blues. He also served as President of Cambridge University Boat Club (CUBC) in 2018–2019. Dara has qualified for the Tokyo Olympics, representing Bermuda in the Single Scull. He is only the third person to represent Bermuda in rowing at the Olympics. The Vice

President of the Bermuda Olympic Association congratulated him on his qualification, commenting that having any athlete qualify from the small island was always very special.



### **Bob Hoogendoorn (2019, Finance)**

On 1 November 2020, as part of a road trip through the Balkans, Bob spontaneously decided to run the Podgorica Marathon in Montenegro. Due to COVID-19, the organisation did not allow any supporters or music and the original route through the capital was changed to a 1km loop on a blocked road. After running 42.2km with 84 turns of 180 degrees, Bob was surprised to finish 2nd place overall in a time of 03:05:15h. This year Bob is aiming to break 3h at the 2021 London Marathon, using this goal to fundraise for the HoneyPot Children's Charity.

## News request

We would love to hear your news over the year to publish in our 2022 Easter Term edition of *Hughes*. To make sure we can feature as much as possible please keep your message to no more than **100 words**. Send it to [development@hughes.cam.ac.uk](mailto:development@hughes.cam.ac.uk) or Alumni Relations and Development Office, Hughes Hall, Cambridge CB1 2EW.

**Deadline for news for the next Easter Term issue will be Monday 21 March 2022.**



## Spotlight on the Hughes Hall Pakistan Alumni Group

The Hughes Hall Alumni Group in Pakistan currently has 22 members and Mariam Malik (2012, Engineering for Sustainable Development) is the Pakistan Alumni Group coordinator.

Some of the members recently visited the historical landmark Hiran Minar (The Deer Tomb), built in 1607 by the Mughal Emperor Jahangir in a hunting reserve in Sheikhpura, in honour of his beloved pet antelope. This short trip was organised by Mubashir Maken (2011, Criminology) who is serving as the District Police Officer in Sheikhpura, Punjab. ●



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### Connect with Hughesians in your area

We have alumni groups all round the world, run by our dedicated alumni volunteers. These groups organise local events, provide professional networking and mentoring opportunities, and the chance to socialise and make lifelong friendships. You can see all our established groups at [www.hughes.cam.ac.uk/alumni-groups](http://www.hughes.cam.ac.uk/alumni-groups)

Can't find a group near you? Why not set up your own? Contact the Alumni Relations and Development Office to explore how we can connect you with alumni near you.

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# Instigating educational innovation

**Neil Gilbride (2009, MEd Psychology and Education) explains how he and his team at the Oak National Academy have been ensuring that children from special schools can continue to access vital therapeutic provision during the recent educational turmoil.**

Oak National Academy is a collective effort of over 200 teachers and education specialists who came together to provide free-to-use, accessible remote education for children across the UK. During the pandemic, we designed and released online over 10,000 lessons for the entire academic year. This was intended to ensure that in the event of further lockdowns, schools could provide resources to students across all age ranges, abilities and subjects. Teachers can pick and choose which parts of the Oak curriculum they wish to use, and how they use them.

## Therapeutic provision – online

One particular concern was for children who attend specialist settings and experience a bespoke curriculum. A critical part of this bespoke curriculum is regular therapeutic intervention, such as speech therapy and occupational therapy. Due to lockdown and medical vulnerability, we were worried that children who attend these schools were not going to be able to access these critical interventions that provide the foundations for lifelong learning and independent living.

In my role as Head of Therapies at Oak throughout 2020, I have been leading a team of occupational therapists, speech and language therapists and physiotherapists. My objective was to help the therapists design curricula and online lessons following sound

pedagogical principles that could support a variety of needs.

Together, we developed online therapeutic provision for:

- speech and language
- physiotherapy
- sensory therapy
- occupational therapy.

The major challenge was creating accessible resources in a domain where individualised support is key. Therapists and parents are used to working one-to-one with a family, adapting to the very specific needs of the child. Furthermore, with individualised attention, therapists can build relationships that motivate and inspire families to commit to the intense practice required to support their child's progress. It was clear to us that we would need to think very carefully about how we could replicate such features within a pre-recorded, online medium.

We recognised that curriculum design and lesson delivery would be vital. By having discrete modules of sufficient length, we could increase the skill in small increments. This means families can start at the lesson most appropriate to their child's needs. Within the lessons, our therapists took a positive, encouraging and reassuring approach, speaking to both



“

**a very specific group of families whose needs are all too often overlooked**

the child and the parent so everyone felt included. Using the same therapist throughout allowed the students to build a sense of familiarity with the presenter, encouraging a positive learning environment.

## Impact

During the first lockdown (May 2020), our therapist resources were reaching over 10,000 families with children with specific needs a week. By the start of 2021, we had published more than 300 free-to-access therapy sessions, enough online content for an entire academic year. Between September 2020 and January 2021, our reach

expanded even further with over 37,000 families accessing our resources.

The pandemic is not over. Even when we have regained a vague sense of normality, the waiting list for support and intervention will be far greater. Therefore, our focus right now is to increase awareness of these resources and to continue to work with colleagues to further improve and enhance our offer.

We do not believe another platform such as ours currently exists – one that is free to use, easy to access, requires minimum resources and is

designed for therapists or families to work sequentially within a specific domain over a substantive number of lessons. The resource represents a truly interdisciplinary effort, hybridising clinical expertise with sound and solid pedagogy.

Our therapists' programme is aimed at a very specific group of families whose needs are all too often overlooked by society. There are around 120,000 children that attend specialist settings in England. We know that those with disabilities are suffering greatly as a result of this pandemic. We believe this innovation will allow our most

### Neil Gilbride

Neil is a Lecturer in Education at the University of Gloucestershire, where he is also the Acting Course Lead for PGCE Secondary Education and PI for the Getting Heads Together ERASMUS+ Research Project (2021–2024).

See also: [classroom.thenational.academy/specialist/therapies](https://classroom.thenational.academy/specialist/therapies)

vulnerable children to continue to receive the therapy they need in order to thrive. ●

## A tradition of educational innovation

**Hughes Hall was the first all-women college of the University of Cambridge to admit men in 1973. In the previous year Kenneth Turner MA became a Fellow and was subsequently a Life Fellow.**

'We shall never get first-rate training until men and women are trained together,' Miss Hughes said in 1894. The ideal institution, she argued, was one with a 'mixed staff and mixed classes'. Kenneth (Ken) Turner opened a new phase in the history of Hughes Hall in 1972 when he was elected as the college's first male Fellow. As the University Lecturer in Science/Biology Education he needed the teaching laboratory, based then at the college. His mouse-breeding trials could be a source of alarm to college residents until his lab moved elsewhere.

Ken was a dedicated and active Fellow of Hughes Hall, and served as a Tutor



Ken with a group of students in 1971, shortly before he was elected as a Fellow

for many years and for a spell as Vice President. He will be remembered as a kindly, ever-enthusiastic companion and mentor by his colleagues, students and friends, and for his care for his wife Ann (also a Fellow of Hughes Hall) during her long illness.

Ken's particularly keen interests in nature, photography and cycling continued until his untimely death in March 2020.

John Raffan, Life Fellow

# Fighting the misinformation pandemic

**At 17, Professor Seema Yasmin (2005, Medicine) was advised to 'lower her sights'. Teachers told her that because she came from a non-academic family and received only a comprehensive state school education, she would never get into university to study medicine...**

Discouraged from pursuing her dream, Seema studied for a BSc in Biochemistry at Queen Mary University of London. 'Part way through my course I realised that I still wanted to become a doctor. Fortunately, I had an inspiring mentor, Dr Joep Lange, a Dutch physician-scientist who fought to end the global HIV pandemic. He encouraged me to apply for one of the new accelerated graduate medical programmes. I decided to try for Cambridge. It seemed such an impossible dream I was too embarrassed to tell anyone and hid the prospectus.'

## Challenges

Seema applied to Hughes Hall and was accepted. Initially she found the University alienating. 'So many Cambridge students were white and came from much more privileged backgrounds. Fortunately, the mature students on my course and in the college had a greater variety of backgrounds and experiences, and my cohort at Hughes was lovely.'

'I didn't want to compromise my identity in order to fit in. Instead, I resolved to find a way to belong, to opt in but on my own terms. It took a while to find students I could connect with and I was so glad to be at Hughes because I found wonderful friends here. The college has a high proportion of state school students which made it a less alienating experience. Hughes is more approachable in many ways. I also enjoyed being one of the first



students to live in the new Fenner's accommodation and acquired a taste for cricket!

The academic programme was hard and the course challenging, but Seema persevered. 'Resilience was key. I learned not to be afraid of trying and failing. In the end, Cambridge and Hughes Hall turned out to be exactly the right place for me, as the supervision system supported me and enabled me to succeed. In particular Dr Jessica White, our Director of Studies, was a treasure – a breath of fresh air and someone who was so outwardly passionate about teaching. She was a wonderful part of the Hughes experience.'

Seema chose to become active in The Cambridge Union debating society. 'I like to jump in at the deep end and having gotten to Cambridge, I thought, why not make a place for myself in what felt like an extremely tight-knit Old Boys' network. Cambridge taught me how to be at home in different places.'

She returned home to East London to do her Foundation Training in a local hospital but was soon seeking a new challenge. 'I recognised there was "a revolving door syndrome" in the NHS. I would treat patients for particular symptoms, largely ignoring the social factors that had contributed to their ill health. The next week or month, those patients would come back, only sicker. I realised I wanted to do more about the root causes and social determinants of illness.'

### A dangerous threat

After a year training in clinical research in Botswana, Seema applied to and was accepted to serve as an officer in the highly prestigious Epidemic Intelligence Service at the US Centers for Disease Control and Prevention. She was deployed to investigate and stop epidemics of flesh-eating

bacteria, sudden-onset paralysis and vaccine-preventable diseases such as whooping cough, all over the world, including in Native American Reservations, Mexican border towns, and even maximum security prisons.

It was while serving as an Epidemic Intelligence Service Officer a decade ago that she first confronted the public health threat of misinformation and disinformation. 'Every time I was deployed to investigate a disease outbreak, I was contending with the spread of a pathogen and the concurrent spread of false information about the disease. Sometimes that misinfodemic made it almost impossible for me to do my job.' Seema decided to go back to education and study journalism. 'Having wanted to be a doctor for so long, it might seem like a curious decision, but I was witnessing how the spread of false information was unravelling decades of achievements in public health and science. I figured journalism training would enhance my abilities as a public health doctor.'

As soon as she graduated, *The Dallas Morning News* hired her as its health and science reporter in partnership with the University of Texas at Dallas where she would teach epidemiology.

Seema moved to Dallas in 2014 just weeks before Ebola arrived in the city. All of her training combined and lifted her to the forefront of credible, measured reporting about the epidemic. 'I had been questioning my career choices because the Ebola epidemic was spreading quickly across West Africa and so many friends and former colleagues were in hazmat suits dealing with the virus over there. I felt guilty – I should have been with them. But when Ebola arrived in Dallas, my combined training in epidemics and journalism became extremely relevant.'

In 2017, Seema was selected as a John S Knight Journalism Fellow at Stanford University, where she spent a year investigating the spread of misinformation and pseudoscience during epidemics. She studied evidence-based strategies for countering health misinformation and disinformation by interrogating the journalistic responses to the Ebola and Zika epidemics.

'There is a naïve hubris in science and public health that the answer to false information is simply more information but this ignores the cognitive biases that make shifting beliefs and behaviours so challenging. The COVID-19 pandemic has brought greater attention to a public health threat that many of us have been warning about for years: misinformation and disinformation are threats to national security, democracy and public health.' ●



### Professor Seema Yasmin

An Emmy-award-winning journalist and Pulitzer prize finalist, Seema is Director of the Stanford Health Communication Initiative, Clinical Assistant Professor in Stanford's Department of Medicine and a medical analyst for CNN. She has written six books. Her reporting on COVID-19 and other public health threats appears in *The New York Times*, *Scientific American*, *Rolling Stone* and *WIRED*. Seema regularly appears across media outlets talking about ways to counter the spread of false health news.

## Recent publications

### **Joel Abdelmoez Ahmed (2018, Multidisciplinary Gender Studies)**

Joel's paper *Performing (for) Populist Politics: Music at the nexus of Egyptian pop culture and politics* appeared in *The Middle East Journal of Culture and Communication* (2020). After the 2011 Arab uprisings, many researchers took an active interest in revolutionary music and the use of protest songs on the streets of Cairo, in Tahrir Square and throughout the Arab World. Less attention has been given to its antithesis, jingoistic, pro-military music sometimes called Watani music, despite the fact that this now seems to dominate the music scene in Egypt. Joel traces Watani music back to the 1950s, looking at both style and content, arguing that the Egyptian government has a long history of using popular music for political purposes.

### **Kausor Amin-Ali (2002, Education)**

Kausor has been in school leadership for more than 12 years including three principalships. He is a Fellow of the Royal Society of Arts. In February 2021 his article, *Why I can't put my faith in exams anymore*, was published on the *TES* website. Kausor argues that traditional handwritten exams need to be reformed as pupils cramming for a three-hour exam at the end of the academic year and then writing reams of handwritten answers in a silent exam hall, is past its sell-by date. Instead, he suggests the need to develop a 21st century assessment framework based on skills evaluation and content comprehension supported by technology tools such as online testing, providing results instantly rather than the months of delay and the inconsistencies of predicted grades.

### **Dr Pierre Caquet (2008, History; Associate)**

Pierre published his latest article *France, Germany, and the Origins of Drug Prohibition* in the *International History Review* (issue 2, vol 43, 2021). The article explores how widely available opiates and cocaine came under a raft of prohibitive laws in the US and Europe from 1914 onwards, paving the way for contemporary drug control. Through their unique regulatory systems, their medical research prowess and their great-power status, France and Germany were key to this process. Pierre's article looks at the rise of theories of addiction in these two countries, their participation in the early 20th century opium conferences, and the interlink with the first drug laws.

### **Cristian van Eijk (2019, Law)**

Cristian participated in the International Association for the Study of the Commons conference in February 2021, presenting a paper called *My Corner of the Sky: Critically assessing the Commons status of near-Earth space*, and on a panel concerning space resource-sharing. In March 2021, Cristian's first publication *Inspired by Africa: A new approach to global space governance* introduced an open-access Special Issue of *New Space* about Africa and space. Finally, Cristian's *Völkerrechtsblog* article, *Sorry, Elon: Mars is not a legal vacuum – and it's not yours, either*, was named the site's most-read article of 2020, with a record 120,000+ views.

### **Professor Tamsin Ford (Governing Body Fellow)**

Tamsin co-authored a follow-up report on the mental health of the national sample of children and

young people initially studied in 2017. The 2020 report focuses on comparative changes, including the impact of the COVID-19 pandemic on their mental health. The results of the first follow-up are published on the NHS Digital website and summarised in *The Lancet Psychiatry*.

### **Emily Hunt (2009, Education)**

Building on her bestselling first book of activities, Emily aims to equip teachers and parents with the activities and resources they need in order to teach STEM skills confidently. Her *15-Minute STEM Book 2* (Crown House Publishing, 2020) offers quick, creative science, technology, engineering and mathematics activities for 5-11-year-olds. It pools 40 easy-to-resource activities to reassure teachers and parents that they do not need to be experts to be able to deliver high-quality STEM education for younger children.

### **Dr Margarett Lincoln (1975, Education)**

Margarett's latest book, *London and the 17th Century: The making of the world's greatest city* (Yale University Press, 2021) charts the impact of national events on an ever-growing citizenry with its love of pageantry, spectacle and enterprise. It explores how religious, political and financial tensions were fermented by commercial ambition, expansion and hardship. As well as events at court and parliament, she evokes the remarkable figures of the period – including Shakespeare, Bacon, Pepys and Newton – and draws on diaries, letters and Wills to trace the untold stories of ordinary Londoners. Through their eyes, we see how the nation emerged

from a turbulent century poised to become a great maritime power with London at its heart.

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### **Dr Alastair Lockhart (Governing Body Fellow)**

Alastair is one of the editors of the newly launched *Critical Dictionary of Apocalyptic and Millenarian Movements*, an open-access online encyclopaedia. His recently published work includes *New Religious Movements and Quasi-religion: Cognitive science of religion at the margins* in *Archive for the Psychology of Religion* (2020); and *Demise and Persistence: Religion after the loss of "Direct Divine Control" in the Panacea Society* in Michael Stausberg, Stuart A Wright and Carole M Cusack (eds) *The Demise of Religion: How religions end, die, or dissipate* (Bloomsbury Academic, 2020).

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### **Professor Bill Nuttall (Governing Body Fellow)**

Bill co-authored *Fukushima: Ten years on from the disaster, was Japan's response right?*, published on *The Conversation* media website. Written with Professor Phillip Thomas of Bristol University, the article revisits the 2011 Fukushima disaster with fresh evidence. He also co-authored *Commercialising Fusion Energy* (IOP Publishing, 2020). This book offers an overview of the commercialisation of fusion energy technology, stressing the role to be played by small businesses and the ongoing importance of public sector effort.

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### **Dr David Stevenson (1990, Genetics)**

The Cambridge-based *International Journal of Astrobiology* has accepted David's article *The Impact of Tectonic-Style on Marine Transgression and Evolution*. This examines the impact of swapping terrestrial plate tectonics for Venusian-style geological processes on the evolution of life and compares

the magnitude of plate tectonics and Venusian tectonics on sea-level, planetary temperature and the abundance of different ecosystems.

The journal *Astrobiology* has accepted *Biogeographical Modelling of Alien Worlds*. Co-authored with Dr Stevenson, this paper will be the first of its kind to apply two measures of terrestrial biology, the Species-Area Relationship and the Shannon Landscape Diversity Index, to the study of life on other planets. It combines models of the growth of continental crust with its emergence after the initiation of plate tectonics, to the development of life.

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### **Kevin WH Tai (2018, Education)**

Kevin is an ESRC Scholar and doctoral candidate in applied linguistics at University College London. His recent publications include: *Co-Learning in Hong Kong English Medium Instruction Mathematics Secondary Classrooms: A translanguaging perspective* in *Language and Education* (2020) and *Bringing the Outside In: Connecting students' out-of-school knowledge and experience through translanguaging in Hong Kong English Medium Instruction Mathematics Classes in System* (vol 95, 2020). He has also co-written *Constructing Playful Talk through Translanguaging in the English Medium Instruction Mathematics Classrooms in Applied Linguistics* (2020) and *Doing Expertise Multilingually and Multimodally in Online English Teaching Videos in System* (vol 94, 2020).

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### **Professor Antje Wiener (By-Fellow)**

Antje co-authored an article on *Unearthing Grounded Normative Theory: Practices and Commitments of Empirical Research*, published in *Political Theory, Critical Review of Social and Political Philosophy* (2021). She also wrote *A Field Day with Fritz: Introduction to the symposium* which appeared in *International Theory, First View* (2020).

In 2020, she co-authored *Decolonising global constitutionalism*, which appeared in *Global Constitutionalism* 9 (1): 1–6, and was the sole author of *Societal Multiplicity for International Relations: From intersubjective knowledge at the middle ground to intersocietal multilogues*, a paper presented at the 7th European Workshops in International Studies, Brussels in July. She also published *Norm(ative) Change in International Relations: A conceptual framework* (2020) in *KFG Working Paper Series*, No 44, and *The Concept of Contestation of Norms – An Interview* in Michael Reder et al (eds) *Yearbook Practical Philosophy in a Global Perspective*, 4th edition (Karl Alber Publishing, 2020).

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### **Jennifer Williams (Deputy Development Director)**

Jennifer co-authored an article with her husband Dr Frederick Wojnarowski, *Making Mansaf: The interplay of identity and political economy in Jordan's 'national dish'* published in *Contemporary Levant* (vol 5, no 2, 2020), based on their ethnographic fieldwork in Jordan 2017–2018. Focusing on the changing practices of making, serving and talking about *mansaf*, as well as the social relations it reflects, enacts and (re)produces, their article seeks to use the dish as a lens to examine questions of changing political economy and sociality in Jordan.

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**Let us know about your recently published work via [development@hughes.cam.ac.uk](mailto:development@hughes.cam.ac.uk)**

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# A rare quality

**Jennie Williams, Deputy Development Director, explores how the character and values of the Hughes Hall community have shone through over the past year.**

For me, the warmth and sense of community I found when I joined Hughes Hall in 2018 are at the very heart of what makes it such a rewarding place to work. From my very first week at the college, it was clear from the conversations I enjoyed with students, staff and alumni, that it was the *friendliness* of Hughes Hall that has shaped the experience of so many of us over the years.

This intrinsic friendliness struck me as a rare quality, and one to be conserved. It depends on each of us who live and work here to pass it on to those who come next, whether this is through shared slices of cake, words of encouragement or always-open office doors. These college traditions and small gestures of support and camaraderie may seem insignificant in and of themselves, but together they amount to a very special culture that has defined our college life throughout the lifetime of our college.

## **Fast forward to 2020**

When the first UK lockdown was announced in March, seemingly overnight the college found itself dislocated. However, thanks to our forward-thinking IT team,



Paul Blaxill, IT Manager and Owen Fisher, Computer Officer, it was never disconnected. For most of us at Hughes Hall, the challenge of extending this fabled friendliness amid a global pandemic was now firmly bounded by our laptop screens.

For the Alumni Relations and Development team, safeguarding the financial security of the college was one of the foremost ways in which we

could contribute. It was with this aim that we engaged our community to help us overcome the impact of COVID-19.

Our emergency fundraising appeal for student hardship garnered an unprecedented response from alumni and friends. The support they extended was not only collectively impressive, but personally transformative for more than 70

students who, following the appeal, received vital grants.

That's over 70 bright young people who otherwise would not have been able to complete their studies.

We will continue to be strengthened by this heart-warming compassion and generosity as we turn our focus to long-term recovery and sustained development. While the immediate sense of emergency may have subsided, life continues to be very hard for students feeling isolated or stranded away from family and friends. There remains much Hughes Hall will need to do to adapt permanently to new ways of operating beyond the pandemic.

#### **'Check-in and chat'**

Despite a year in which most of us have not been able to venture much beyond our own front doors, nearly 700 alumni have volunteered and participated in college events since last summer, joining us from as far afield as Ghana, Lebanon, Singapore and Japan. While we now all know the meaning of 'Zoom fatigue', the video call has bridged continents, brokered previously unimagined relationships and sustained long-cherished ones.

Outside of my role in the college's Alumni Relations and Development Office, I have also enjoyed the opportunity to play a rather different part in college life. To shine a spotlight on just one of the initiatives our Welfare Team have taken the care to offer, I joined its group of staff volunteers for a weekly student 'check-in and chat' over the Christmas vacation.

The strange significance that small actions like these have acquired in our pared-down lives is, I am sure, a familiar experience for many.

For me, these points of connection with students, colleagues and alumni, have been important to my sense of being part of an institution that continues to thrive and that will do so long beyond this pandemic. After all, it has already survived one pandemic and two world wars.

#### **Looking ahead**

As I reflect on the events of the past year, among the strangeness, uncertainty and strife there are experiences that will enrich us going forward. I for one, have re-imagined my sense of community through this period of unprecedented isolation.

There is no escaping that technology has been a useful medium, and one that will continue to help us keep in touch. However, it is the concern for the wellbeing of our colleagues and friends, wherever in the world each of us may be, that underpins our community just as much today as it did in the past.

It is not, as it turns out, the bricks and mortar of the Margaret Wileman Building that make our college, important though those are. It is the people and friendships that we encounter within them. Over the last year technology has provided the vital 'space' for community during a time of physical isolation. Moving forwards, it will be equally important to create places that bring people together and exemplify our principles of community in the college estate, as it develops and expands to accommodate our members over the years to come.

In the meantime, knowing now how suddenly the world can change, I look forward to returning to Hughes Hall with a rekindled appreciation for the fantastic array of people I have the chance to meet there every day. I can't wait to be back! ●

## Student Telephone Campaign

**Over the last few months, Jennie has been organising the 2021 Student Telephone Campaign.**

Our brilliant team of Hughes Hall students will be calling our UK alumni over a two-week telephone campaign, 5–18 July. After what has been an isolated and socially distanced time for all, we are really looking forward to this opportunity to keep in touch with our members and to strengthen our community. We will be continuing to concentrate on raising vital funds to support the college's COVID-19 recovery, as well as taking the opportunity to hear your feedback, update you with college news, and to share stories of Hughes Hall past and present.

All those we hope to contact during the campaign should have received a letter or email with further information, so if you have not heard from us and would like to be included please contact the Alumni Relations and Development Office. More information can be found on our website at [www.hughes.cam.ac.uk/telephone-campaign-2021](http://www.hughes.cam.ac.uk/telephone-campaign-2021)

For our student callers, this is a great opportunity to learn from the insights and experiences of their predecessors. We thank you all in advance for your willingness to extend a hand of friendship across the generations over the phone.

# The Edwin Leong Scholarships for PhD in Life Sciences

Every three years Hughes Hall is able to award two prestigious full scholarships to outstanding students pursuing life science research, thanks to the generosity of Dr Edwin Leong and the Tai Hung Fai Charitable Foundation, in conjunction with the University of Cambridge.

## Researching into Alzheimer's Disease

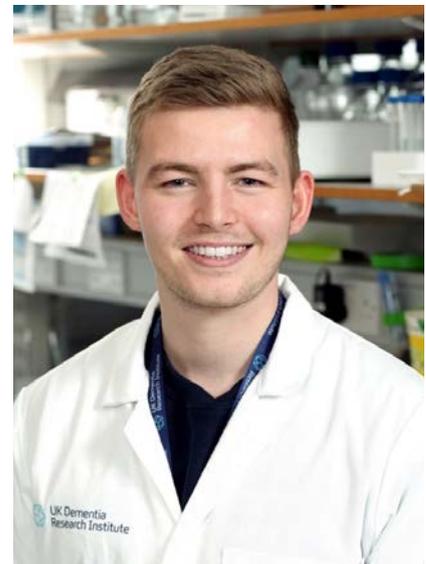
**Benjamin Tuck (2018, Neuroscience) is a PhD student in the Department of Clinical Neurosciences in Cambridge, working at one of the UK's Dementia Research Institutes. Here he explains how important the Edwin Leong Scholarship has been to him.**

Prior to acquiring the Scholarship at the University of Cambridge, I completed an undergraduate MSci degree in Molecular Cell Biology at the University of Glasgow. As part of my degree, I completed a one-year industrial placement at AstraZeneca in Cambridge where I used state-of-the-art genetic engineering to increase the yield of biological drugs. After graduating, I decided to come back to the city and pursue a PhD at the University working on the molecular mechanisms of Alzheimer's Disease.

Dementia is considered the greatest health challenge on Earth. Currently, dementia affects 50 million people worldwide, approximately two-thirds of whom are diagnosed with Alzheimer's Disease. There is no single cure or preventative test and further research is critical. The investigation of novel therapeutic avenues is one of the main purposes of the six newly founded UK Dementia Research Institutes across the UK.

Upon applying to Cambridge, I was unfamiliar with the concept of a collegiate university. After researching the college system, I applied to Hughes Hall because I knew I wanted a college consisting of primarily mature students. Hughes is also incredibly diverse and is in a great location. I was fortunate in that the college accepted me and offered me the Edwin Leong Scholarship for Life Sciences, which allowed me to accept a PhD position in the lab of Dr William McEwan at the UK Dementia Research Institute in Cambridge. Hughes Hall also funded my attendance at a conference in Lisbon which motivated the direction of my project.

I am investigating the mechanisms that allow the toxic protein tau to spread throughout the brain during Alzheimer's Disease. Tau spread is closely correlated with loss of brain function, and preventing tau spread to reduce cognitive decline may be a novel therapeutic strategy. So far,



I have generated a system to detect tau spread, which was previously unestablished, and I am using this to identify potential new drug targets.

I was delighted to meet Dr Edwin Leong in my first year. The Scholarship has been invaluable during my three years at Cambridge. I am incredibly grateful to Hughes Hall and Dr Leong for giving me the opportunity to study and further my research. The funding has allowed my PhD to progress to the point where we have furthered our understanding of the processes occurring in Alzheimer's Disease, opening up the potential for new therapeutic targets. ●

## Developing a point-of-care test for monitoring kidney function

**Madhuri Manohar (2019, Biotechnology) is currently in the second year of her PhD researching at the Cambridge Analytical Biotechnology Laboratory. She describes the immense difference being awarded the Edwin Leong Scholarship has made to her.**

I completed my Bachelor's degree at VIT University, India (2007) and my Master's degree at Johns Hopkins University, USA (2011), majoring in the field of biotechnology. Post-graduation, my work stint there at the Clinical Pharmacology Analytical Laboratory honed my skills and acumen for the scientific life. I developed and validated several liquid chromatography-tandem mass spectrometric (LC-MS/MS) assays. These enabled us to measure the amount of anti-HIV drugs in human and animal biological matrices, such as blood, tissue, cerebrospinal fluid, rectal fluid and breast milk.

By measuring the drug levels, we could better understand the compartmentalised pharmacokinetics, which is the behaviour of the drug in our body as it goes through different 'compartments'. This work has helped support several clinical trials to decide how best to dose a drug and at what level for maximum efficacy and minimum toxicity.

My research at Hopkins made me ask the question – instead of the patient sample coming to the laboratory for testing, what if we could take the test itself to the patient? Designing and implementing point-of-care (POC) tests for disease diagnosis and drug monitoring in low-income countries where access to good healthcare is limited would be especially relevant.

This led me to apply for doctoral studies at the Department of Biotechnology, University of Cambridge, and Hughes

Hall, where I was awarded one of the prestigious Edwin Leong Scholarships for Life Sciences. During my research tenure as a doctoral student at the Cambridge Analytical Biotechnology Laboratory, spearheaded by Professor Elizabeth A Hall, I am seeking answers to that question.

I have now narrowed down my research to developing a POC test to measure kidney function in neonatal babies in intensive care units to better understand the needs for antibiotic administration and dosage adjustments.

It's been a real honour to do my PhD in this wonderful city. Cambridge is a focal point for several research initiatives, giving me opportunities to learn, grow and explore not only my research interests, but those of other departments. In particular, it was this multidisciplinary approach that drew me towards Hughes Hall as the college houses mature students doing several different programmes in the biological field.



I would like to convey my special thanks and gratitude to Dr Leong and the Tai Hung Fai Charitable Foundation for providing me with this wonderful opportunity to study at Cambridge. During the challenging year of 2020, the Scholarship was of immense help as I navigated through my graduate research during the lockdown months, without access to laboratories. It helped me to adjust to new avenues of learning, such as technical writing and meta-analytical research, that have provided key insights. The kind benevolence of Dr Leong and the Tai Hung Fai Charitable Foundation means that I can focus all my energy solely on my research and do what I have come to Cambridge to do – science! ●

### Transforming lives

Thanks to the generosity of our donors, we are able to offer a growing number of scholarships. Scholarships such as these open doors for brilliant candidates who would not otherwise have the financial means to study here. They are also transformative for Hughes Hall, helping us to attract

students from all backgrounds, united by their passion for their subjects. This diversity enriches our vibrant community and raises our academic standing. Find out more about the scholarships available here: [www.hughes.cam.ac.uk/study-with-us/scholarships](http://www.hughes.cam.ac.uk/study-with-us/scholarships)

# Ways of giving

**In these tough times, help us to safeguard Hughes Hall for generations of students to come by making a gift via our online donation form at [www.hughes.cam.ac.uk/gift](http://www.hughes.cam.ac.uk/gift)**

**Hong Kong:** we have set up the Hughes Hall Hong Kong Limited account, which ensures that we are able to accept donations via bank transfer in a tax-efficient manner. Please visit [www.hughes.cam.ac.uk/make-a-gift](http://www.hughes.cam.ac.uk/make-a-gift) or contact the Alumni Relations and Development Office for details.

**USA:** for alumni resident in the USA we would advise your gift to be made to Cambridge in America ([www.cantab.org](http://www.cantab.org)) for maximum tax efficiency, indicating that you wish to direct your gift towards Hughes Hall.

**Canada:** the University of Cambridge is recognised as a 'prescribed university outside Canada' eligible for charitable status under Canadian tax law. This means that donations to Hughes Hall from Canadian residents are tax deductible. From Canada, you can make your donation directly to Hughes Hall in the usual way and we will then forward you a receipt issued by the University of Cambridge acceptable to the Canadian tax authorities. Please request a receipt from the Alumni Relations and Development Office when making your gift.

**Europe:** Hughes Hall is a registered beneficiary of the Transnational Giving Europe Network, which means that you can make a donation to

the college and claim your local tax benefits. We are currently able to accept donations from TGE Partners in Italy (gifts to scholarships and bursaries only), France, Germany, Spain and Greece. To make a tax-efficient donation, you can do so online by visiting our Hughes Hall-TGE donation page [transnationalgiving.eu/landing/hugheshall](http://transnationalgiving.eu/landing/hugheshall) or by contacting the TGE partner in your country of tax residence stating that you wish your gift to be directed to Hughes Hall. For more information visit [www.transnationalgiving.eu/donate](http://www.transnationalgiving.eu/donate)

## Other ways of giving

**Leaving a legacy:** by remembering Hughes Hall in your Will, you will be able to safeguard the college for future generations. We understand that you may wish to keep your decision private, but if you do choose to inform us that you have included Hughes Hall as a beneficiary, we would like to recognise your generosity during your lifetime through membership of our legators' circle 'The Marsh Marigolds'. Find out more at [www.hughes.cam.ac.uk/make-a-gift](http://www.hughes.cam.ac.uk/make-a-gift)

**Payroll Giving:** many companies enable their employees to participate in Give As You Earn (GAYE) and Payroll Giving, which allows you to make a tax-free donation directly from your UK salary or pension. Payments are normally of a set amount, made monthly, but it is also possible to make one-off payments. Your employer may also match your donation, which could

as much as double the value of your gift to Hughes Hall at no extra cost to you. Contact your HR or charity department at work to find out more.

**Gift Aid:** UK taxpayers can make tax-efficient donations to the college through the Gift Aid Scheme. By completing a Gift Aid Declaration, donors allow Hughes Hall to claim back the tax equivalent to the basic rate of income tax (20%). This means that we receive an extra 25p for every £1 you give at no extra cost to you. UK donors paying higher rates of income tax, either at 40% or 45%, can also reclaim the difference between the basic rate and the highest rate of tax on the gross value of their gift. If you would like to make a Gift Aid Declaration, please visit [www.hughes.cam.ac.uk/make-a-gift](http://www.hughes.cam.ac.uk/make-a-gift) or contact the Alumni Relations and Development Office.

**Volunteering:** during the pandemic the college has had to adapt swiftly, exploring virtual ways of engaging with our global community. In doing so, the support of alumni volunteers from around the world has been invaluable. If you would like to offer your expertise – whether delivering a workshop or hosting a networking event – we would be delighted to hear from you. Please contact the Alumni Relations and Development Office to discuss how you can help. ●



Marsh marigolds growing on the banks of the Cam

# Staying in touch

## How we communicate with you

Make sure that you do not miss out on receiving college news and invitations to events. We have updated the Keep in Touch page on our website to make it easy for you to update us with your preferred contact details. Please visit [www.hughes.cam.ac.uk/keep-in-touch](http://www.hughes.cam.ac.uk/keep-in-touch)

## How would you like to receive your next copy of *Hughes*?

You can read or download *Hughes* on our website at [www.hughes.cam.ac.uk/hughes-magazine](http://www.hughes.cam.ac.uk/hughes-magazine)

If you would like to amend how you receive your copy of the magazine, please contact us.

## Your Alumni Relations and Development team

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## Our thank you

**Regular gifts, of any size, are the bedrock of our fundraising. Every year we recognise all those who have made a gift in the previous financial year through our donor roll, which from now on will be published annually in the Lent Term issue of *Hughes*.**

If you would like to make a transformational gift to the college, the Alumni Relations and Development Office would be delighted to advise you on the naming opportunities available and how you can direct your support to maximise its impact.

## Obituaries

We regret to announce the passing of the following Hughesians over the past year. We send our sincere condolences to their family and friends.

Barbara Graebe (1948, Education)

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Elizabeth Rigby Smith (1950, Education)

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Audrey Wilcock (1954, Education)

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Yiran Fan (2013, Finance)

---

Kenneth Turner (Fellow and Life Fellow)

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Lord David Wolfson of Sunningdale (Honorary Fellow)

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Nick Gray (City Fellow)

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Please note that this only reflects the information that we have received and therefore may not be complete. To notify us of the passing of a Hughes Hall member please get in touch.



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## FUTURE EVENTS

As COVID-19 restrictions begin to ease, we look forward to cautiously restarting our programme of in-person alumni events over the coming academic year. We will be continuing to follow public health guidance so please follow our social media channels and website to stay up to date with our plans.

→ [www.hughes.cam.ac.uk/alumni-events](http://www.hughes.cam.ac.uk/alumni-events)

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### Alumni Festival

September 2021

Following the success of last year's event, the 31st edition of the University of Cambridge Alumni Festival will be taking place in the autumn. There will be a large number of events to explore from across the University, as well as the customary Hughes Hall lecture.

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### Hughes Hall Online

Remember to keep an eye on our website and social media for more details of our upcoming online webinars, lectures and conversations. We will continue to bring you some of the most interesting topics from around Hughes Hall, such as our *Seniors' Spotlight Series*. You can also catch up on previous events on our YouTube channel: <https://bit.ly/3rH6N2o>

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**If you have a suggestion for an online or in-person event that you would like to see us organise do get in touch with the Alumni Relations and Development Office.**

We look forward to welcoming you to an event in person when it is safe for us to do so.



HUGHES  
HALL  
UNIVERSITY OF CAMBRIDGE

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