

# CONNECT





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# Welcome

It may be hard to believe, but until Kellogg College was formed in 1990, Oxford students were not permitted to undertake paid work during term time. Sometimes I'm told, "That can't be true, since you can't have a Business School without an Executive MBA, in which the executives continue to work" – to which I have to say "Seriously? You think Oxford would have permitted a Business School, in 1990?!" So, first came Kellogg College, then came part-time graduate degrees – including Oxford's Executive MBA and Business School.

The founding of Kellogg thus heralded a new era in the University's 900-year history. We have moved from being a primarily undergraduate university to a primarily postgraduate university, with a significant and growing proportion of those graduate students studying on a part-time basis. There has been a huge growth in research funding and activity. A Business School was established, followed by the Blavatnik School of Government, and the University is now in the process of establishing an additional graduate college – Parks College – to help support the growing graduate intake. Alongside this, three years ago the Times Higher for the first time ranked a UK university the world's number one – Oxford, which has retained the top place since. This year for the first time the Times Higher also compiled a list of the world's most global universities, and Oxford topped that too.

Kellogg has played a full part in this past thirty years of Oxford success. We remain the main supporter of the University's significant

body of graduates studying whilst continuing to pursue their careers or other responsibilities, with our students regularly praising us in the annual barometer student surveys. Our Bynum Tudor Fellowship includes the likes of Archbishop Desmond Tutu, Sir David Brown, Dr Phumzile Mlambo-Ngcuka, Dr Marcy McCall MacBain, Lord Bilimoria, Dr Ralph Walter, and HRH the Prince of Wales. We're successfully developing our Norham Manor site and with students currently from 98 countries, we are Oxford's most international college.

Our College is committed to the principles of excellence, inclusion, innovation, diversity and sustainability. When opening our 'Hub' café and common room three years ago, the Vice-Chancellor and Kellogg Fellow Professor Louise Richardson urged the rest of the University to follow Kellogg's lead in having achieved Passivhaus accreditation for the building; today it remains the University's only Passivhaus building. Last year a ranking was created of how environmentally sustainable college catering was, with Kellogg in third place; this year we rose to second. We've also launched a Global Centre on Healthcare and Urbanisation which has drawn in the large number of University colleagues working in Asia and Africa. Two of our Fellows were this year awarded full professorships – Therese Hopfenbeck and Niall Winters – with their inaugural lectures embodying the principles of the College in action, reporting respectively on research into how we can ensure that

education develops in students the values needed to tackle the great global challenges, and how applying education and technology can enhance healthcare in Africa.

Members of the Kellogg community continue to play an active role in creating our traditions. This year we created the post of Artist in Residence with Kenneth Lonergan taking up the role, where he gave a series of fascinating talks and presentations.

All members and friends of Kellogg should be immensely proud of what you have achieved. In just thirty years you've helped establish and develop a college that has – quite literally – opened the doors of Oxford to recruit the best students, no longer limited to the pool of those able and willing to become full-time residential students in Oxford. There is no doubt that Kellogg's success has strengthened the University's positive impact locally, nationally, and globally.

With many thanks,

*Jonathan Michie*

Professor Jonathan Michie  
President, Kellogg College







# A FINE FELLOW

In 2019 the College bestowed its highest honour – a Bynum Tudor Fellowship – on His Royal Highness The Prince of Wales. In March 2020, the Prince visited Kellogg to receive the award.





On his previous visit in 2017 His Royal Highness, The Prince of Wales was introduced to the work his Foundation was supporting through the Kellogg Urban Knowledge Exchange series of seminars. The success of that partnership led to the creation of the Global Centre on Healthcare and Urbanisation at Kellogg, and during his visit the Prince was able to meet representatives of the Centre to learn more about its plans and ambitions.

Navlika Ramjee, Kellogg's first MCR President, described the artwork 'Flying Colours' which hangs in the College reception, and was commissioned for the visit of Bishop Desmond Tutu, another Bynum Tudor Fellow.

Professor Jonathan Michie greeted the Prince on his arrival and introduced him to a number of other Bynum Tudor Fellows: Lord Bilimoria, Sir David Brown, and Dr Ralph Walter. Welcoming his return visit, Professor Jonathan Michie, said:

*"Each year Kellogg appoints one additional Bynum Tudor Fellow. We are absolutely delighted this year to be honouring, because of his tireless work promoting sustainability and wellbeing, His Royal Highness, The Prince of Wales."*

In accepting the Fellowship, the Prince

expressed his admiration for what the College had achieved since its foundation:

*"I must say, I am enormously touched and flattered that you should have decided to present me with the Bynum Tudor Fellowship and, therefore, to be joining so many distinguished recipients. It has also been a very special pleasure to have had the opportunity to speak rapidly to alumni, students, staff and those involved in current Kellogg initiatives. It is clear I think that since the College was founded three decades ago it has picked up significant momentum and, indeed, scale, empowering so many students to make positive changes in the world."*

He expressed his particular approval with the focus placed on social prescribing by the new Centre. Social prescribing recognises that people's health is determined by a range of social, economic, and environmental factors, and seeks to address people's needs in a holistic way. It also aims to support individuals in taking greater control of their own health.

Green spaces form an important resource in urban environments, giving people vital leisure and relaxation opportunities, and the Prince was introduced to the College's plans to redevelop its gardens. Designer Andy Sturgeon was on hand to explain his reimagined scheme – one which creates an outside environment

that contributes to the health and wellbeing of the whole College community.

In front of a gathering of Kellogg fellows, students, academics, and alumni of the University of Oxford's graduate programmes in Sustainable Urban Development and Evidence Based Healthcare, The Prince said:

*"I could not be more delighted with the formation of the new Global Centre on Healthcare and Urbanisation - a partnership between Kellogg College and my Foundation. The impact of urbanisation on human health, on wellbeing and prosperity are so clear that it is surprising, to say the least, that very little research seems to exist in this area. The Centre's potential though for convening and coordinating evidence-based research that makes the connections between urban form and human health could not, therefore, be more timely and critical."*

*"I would particularly like to thank President Jonathan Michie and all those from Kellogg College, both for giving me this prestigious Fellowship and also for being such a valuable partner to my Foundation."*

The Prince had previously visited Kellogg in 2017, just after the opening of the Hub – the University's first building constructed to Passivhaus standards of sustainability.







# COME INTO THE GARDEN

Kellogg is developing an ambitious vision to transform its outdoor spaces. With the help of one of the UK's leading garden designers, an exciting new environment will enrich life and wellbeing for the College's community, create a stronger campus feel and generate biodiversity right in the heart of Oxford.

Ten years ago, Kellogg found its permanent home when it moved into Victorian villas, 60 and 62 Banbury Road. Over the ensuing decade the College has acquired additional houses on Bradmore and Norham Roads, and broke new ground with the University's first Passivhaus building in the shape of the Hub.

These Victorian villas have a fascinating history. Reverend Richard St John Tyrwhitt, the first resident of number 62 Banbury Road, was an extremely well-connected clergyman, artist, writer and poet. He developed lifelong friendships with the artist, critic and social reformer John Ruskin and the mathematician and writer Charles Dodgson, better known under his pen name of Lewis Carroll. Clearly

these houses – and their gardens, with their distinctive red brick walls and the remains of glasshouses where households would have grown exotic fruits – were at the centre of the most illustrious literary and artistic circles of Victorian Oxford.

Now, in its 30th anniversary year, Kellogg is again looking to break new ground by repurposing these separate gardens into a series of interconnected spaces that respect the sites rich history while reimagining it for the twenty-first century.

As the first step in bringing this vision to life, the College is delighted to be working with multi award winning garden designer Andy Sturgeon. Andy has developed a design concept that will unify the site, create distinct

areas and enhance accessibility, all of which is centred around supporting wellbeing, wildlife and biodiversity.

## Gardens improve quality of life

Andy Sturgeon has long been a leading figure in British landscape design. When he set up his Brighton based design consultancy in 1988, he founded it on the belief that gardens don't improve just the environment but also quality of life. Since then he and his team have created a dazzling range of projects from urban roof gardens to country estates in the UK and around the world, and his impressive portfolio includes eight gold medals at RHS Chelsea Flower Show and three 'best in show' awards.



Having visited Kellogg several times himself, and with extensive historical research undertaken by his team, Andy has developed an exciting scheme for the gardens.

He explains: 'The challenge is to capture the essence of what is special about this place and to weave it into a plan which allows Kellogg to continue to grow and evolve. Our proposed masterplan aims to create a unique atmosphere as it pulls together this somewhat disparate and disconnected collection of buildings, respects its history, and repurposes it for the twenty-first century.'

## Interconnected spaces

The clearly defined individual gardens have provided inspiration for a scheme that will see

a series of interconnected spaces, each with their own unique character, brought together by common design themes. Andy's plans have a mix of private places and social spaces where people can congregate or take time out to reflect, as well as areas for yoga, croquet or performances. A fully accessible path network will reorganise the layout, prioritising the needs of students, staff and visitors. Bikes are organised and bins hidden.

A crucial element of the scheme is sustainability. 'Underpinning everything is the enrichment of the entire site with increased biodiversity, more trees and new habitats,' says Andy. 'A wide range of plants will attract a multitude of invertebrates and other animals, reflect the seasons, and enhance wellbeing

by bringing people into close contact with nature.'

We are grateful to the Herbert Lane Trust whose support has enabled Kellogg to bring the project this far with Andy, but today our vision remains just that, a vision. Realising Andy's scheme will depend on the generosity of supporters who share the College's belief in the transformative power of nature.

If you would like to find out more about the project and how you can be part of this transformation, please contact Rebecca Baxter, Director of Development: [rebecca.baxter@kellogg.ox.ac.uk](mailto:rebecca.baxter@kellogg.ox.ac.uk)



# 62 BANBURY ROAD: CENTRE OF AN ILLUSTRIOUS CIRCLE

The home of Kellogg is steeped in a rich and fascinating history. Here, Director of Development, Rebecca Baxter, shares her research of the site and opens up a rare window into this most influential of eras.

Richard St John Tyrwhitt, the first resident of 62 Banbury Road – or Ketilby, as it was then known – was born in 1827 and was a clergyman and artist with many strings to his bow. He came from London to study at Christ Church in 1845 and after graduating in classics he remained there as a tutor from 1852 to 1856. It was through his Christ Church circles that Tyrwhitt met two men with whom he developed lifelong friendships – John Ruskin and Charles Dodgson, the latter better known as Lewis Carroll.

Tyrwhitt and Dodgson walked together often, discussing religion, art and literature. Tyrwhitt admired Dodgson's photography and posed for three portraits. It seems that Dodgson in turn admired Tyrwhitt's poems and published some of them.

It was through Tyrwhitt that Dodgson

met John Ruskin at Christ Church in 1857. Ruskin was eight years older than Tyrwhitt and was clearly something of a hero for the younger man. They were drawn together by their shared views on the effects of art on culture. Much later, Ruskin would even write the preface to one of Tyrwhitt's books on art: 'Christian Art and Symbolism' (1872).

Tyrwhitt's years at Christ Church were life-defining. When he decided to marry, the celibacy rules governing Oxford colleges meant that he couldn't retain his teaching post so he left Christ Church, took holy orders and was given the living of nearby St Mary Magdalen (1858).

Around this time, Tyrwhitt's involvement in artistic circles began to grow. In 1857 he joined in with efforts to decorate the ceiling of the Oxford Union which brought him into contact with key figures such as

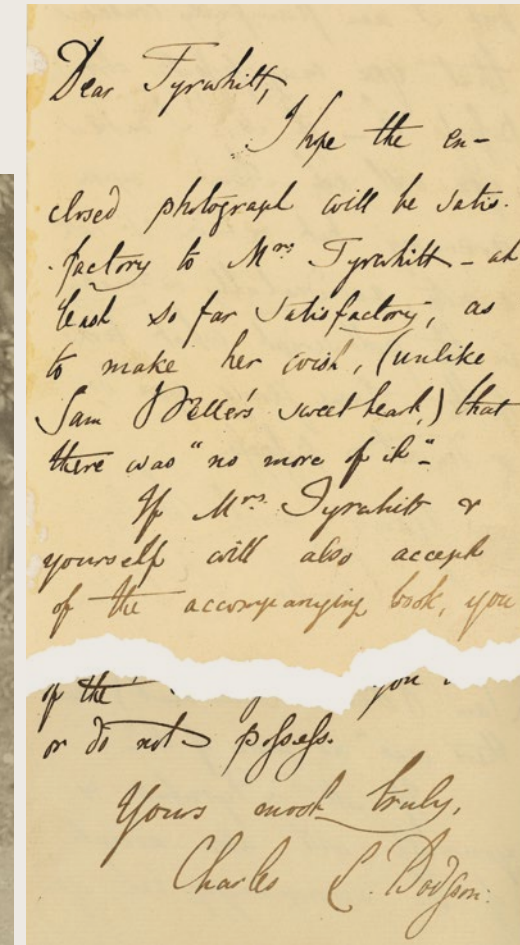
William Morris, Dante Gabriel Rossetti, and Edward Burne-Jones. In fact, Tyrwhitt's name was etched into one of the Union ceiling rafters along with Morris's and Charles Faulkner's. This first iteration of murals was never finished, and it was left to William Morris and Briton Riviere to complete them two years later.

When Tyrwhitt's wife, Eliza, died following the birth of their son, he was wracked by grief and set off on an extensive tour of Europe and the Holy Land. Soon after his return, he met and married a friend of his late wife – Caroline Yorke. The couple moved to Ketilby in the early 1860s and went on to have six children. In the years that followed Ketilby became something of a literary and artistic salon of Victorian Oxford, with high profile visitors and numerous correspondents.

One such communication – a letter Charles



Three of Tyrwhitt's children in the garden of no. 62



Rev. Richard St John Tyrwhitt

Dodgson sent to Tyrwhitt and his wife, Caroline, to accompany a dedicated edition of his 'Alice in Wonderland' – highlights the fond friendship between them both. Dodgson writes:

**Dear Tyrwhitt, I hope the enclosed photograph will be satisfactory to Mrs Tyrwhitt [..]**

**If Mrs Tyrwhitt and yourself will also accept of the accompanying book, you will give me much pleasure.**

Dodgson signs it 'Yours most truly'.

Ruskin's diaries also make several remarks about 'dinner with Tyrwhitt', and on 2 April 1872 notes that he 'dined at Ketilby'. Other correspondents included the poet, Christina

Rossetti – sister of the Pre-Raphaelite artist, Dante Gabriel; and the novelist Charlotte Yonge, which had presumably sprung from their shared religious interests.

While Tyrwhitt wrote widely on theological topics, art was his real passion. Along with writing books, giving lectures and producing his own body of art, he also exhibited twice at the Royal Academy – once in 1864 (with 'The Top of Mount St Catherine'), and again in 1880 the watercolour 'Gleams: Corrie-Arder, Loch Laggan'. The watercolours that are known are delicate and well-handled, and yet Tyrwhitt was refused membership of the Royal Watercolour Society, which must have been rather a disappointment.

Tyrwhitt died in 1895 and his obituary in The Times is revealing. While it mentions that he 'held the living of St Mary Magdalene', the rest of the short text, is given over to

enumerating his literary and artistic successes, saying:

**'Mr Tyrwhitt was a watercolour painter of considerable ability...he had great artistic insight, and with a technical training would probably have developed high merit as a landscape painter. He was a fervent admirer of Mr Ruskin, in whose favour he withdrew his candidature for the Slade Professorship of Fine Arts...Mr Tyrwhitt was always generous in giving assistance and instruction to art students.'**

And it is surely for his art that Tyrwhitt himself would be happy to be remembered.



# HOW GARDENS CAN HEAL



Health is powerfully affected by many different factors beyond purely medical ones. Kellogg Fellow, **Dr Kamal Mahtani** explains why gardens are a resource that promote health in a variety of ways.

**M**any factors influence our health and wellbeing. Some are medical and require advice and care from health professionals. Others are non-medical, being social, economic or environmental. In recognition of this, many healthcare systems are increasingly taking a broader, more integrated approach to the way in which healthcare is provided. For example, the UK's National Health Service (NHS) has committed to supporting 'personalised care' to 2.5 million people by 2023/24. This policy takes a longer term, whole-system approach to providing individualised health and social care, drawing on services in the health sector and the wider community.

A key component will be access to 'social prescribing', enabling patients to benefit from a range of local, non-clinical services. Such services are often provided by charitable, volunteer and community sector organisations and are sometimes referred to as community 'assets' – collective resources that promote health and that people and communities have at their disposal.

## Resources for wellbeing

To explore this further, the Centre for Evidence-Based Medicine has formed a collaboration with the University of Oxford's Gardens, Libraries and Museums team and Kellogg College. As part of our joint work, we engaged with a variety of key stakeholders, including members of the public, and reviewed the literature to explore how these environments could support health and wellbeing. In our report we have highlighted several common concepts through which these types of environment could do this.

For example, continuous learning is one way of maintaining wellbeing, and these environments are ideally suited to the acquisition of new knowledge and skills. Such activities may offer participants a sense of empowerment and independence while also building self-confidence.

Gardens can be environments of enjoyment, relaxation and comfort. They offer an escape from the stresses of everyday life. For some, visiting a garden may provide a sense of structure, routine and purpose.

Gardens also offer the perfect space to

connect not just with nature but with other people. In our review we have highlighted the importance of social engagement as a critical contributor to health and wellbeing, particularly for those who are socially isolated or marginalised. Visitors to these spaces may develop positive connections with staff members, contributing to a sense of familiarity, security and reassurance.

## Enriching the lives of Kellogg's students

The initiative to transform Kellogg's gardens is therefore timely and reflects the growing recognition of how our health and wellbeing can be influenced. The inclusion of a mix of enclosed spaces for private contemplation and open social spaces for connecting with others will enhance the opportunities the College offers, and, crucially, do so in an evidence-based way.

*Kamal R. Mahtani is a practising Oxfordshire GP, Associate Professor and Deputy Director of the Centre for Evidence-Based Medicine, University of Oxford.*



# Alpine influence



A striking contemporary sculpture will make a dramatic focal point in Kellogg’s new garden following the generosity of an anonymous donor.

After hearing about the early plans for the College’s grounds, a long-standing friend of Kellogg – and keen gardener – decided to make a gift that would add something unique to the garden. The donor knew of the work of the sculptor Johannes von Stumm and believed that his use of natural materials and simple, organic forms would work well in Kellogg’s gardens. As a result the College will shortly take delivery of a new piece from the German-born sculptor, who has strong connections with Oxford and lives and works nearby.

Von Stumm’s characteristic combinations of three different materials has attracted public and critical acclaim over three decades of work. His sculpture joins metal, stone and glass to create abstract or partially figurative works in which apparently conflicting materials exist in complex harmony.

His choice of media and instinct for experimentation is deeply rooted in his background, in a childhood and adolescence spent at the foot of the Alps with long winters, ice and rocks. His love of steel, in particular, is intertwined with his family history: ancestors on his father’s side were blacksmiths and steel factory owners for 250 years. His love for glass may be connected to the fact that

his ancestors on his mother’s side owned a glass factory in Bohemia and his great-great grandfather designed glass vessels for the factory.

When he was still a teenager, von Stumm began experimenting with mixing broken glass and metal objects into paint. At 18, during a visit to Paris, he was deeply moved by the power, truthfulness and beauty which he saw in Rodin’s sculpture, and began to work figuratively with clay and plaster, first at home and then at the Academy of Fine Arts in Munich. Six months spent in a quiet Italian village strengthened his desire to test the potential of glass, stone and metal combinations. On returning to the Academy, he asked for help, only to be told that the alliance of these very different materials was impossible.

He found the challenge irresistible. Von Stumm went to the forests of Bavaria to learn how to blow glass, and began to practise carving stone and cutting and welding metal. He developed his own methods of joining these very different materials into a unity in which inter-dependent pieces hold each other upright. Such a breakthrough has proved rich in possibilities: in 30 years of combining metal with glass and stone, von Stumm has created

new forms of expression by fusing the strong and the fragile, the solid and the liquid, the dark and the transparent.

We are delighted to have this artwork as a centrepiece of our developing gardens.

**About Johannes von Stumm:**

- 1959** born in Munich
- 1980-83** Studies Law and Politics at University of Munich
- 1984-89** Studies sculpture at the Akademie der Bildenden Künste, Munich
- 1995** Moves to England
- 1997** Member of the Royal British Society of Sculptors
- 2003** Founding member of Sculpture Network (Europe)
- 2004** Fellow of the Royal British Society of Sculptors
- 2009-2012** President of the Royal British Society of Sculptors
- 2014** President of the Oxford Art Society
- 2014** President of Open Studios West Berkshire and North Hampshire
- 2017** Trustee of Reading Foundation of Art







# Healthy options

AS RAPID UNPLANNED URBANISATION IMPACTS HEALTH GLOBALLY, A NEW KELLOGG CENTRE IS SEEKING ORIGINAL SOLUTIONS TO THE CHALLENGES OF RAPID URBANISATION.

Urbanisation is affecting the quality of life across the globe as growing populations increasingly migrate towards city living. Unplanned urbanisation places significant demands on healthcare provision, so a new Centre at Kellogg has been established to ask vital questions and propose effective responses as to how we create 'healthy cities'. The Global Centre on Healthcare and Urbanisation draws on the exceptional strength and expertise of College members in sustainable urban development and evidence-based healthcare. The Centre's creation is a striking example of Kellogg's tradition of cross-disciplinary collaboration.

Its co-directors, Dr David Howard and Professor Carl Heneghan, are keen to emphasise that the Centre is not just about academic exploration. It actively encourages practical initiatives that support sustainable, healthy urban living and drives public engagement with the issues and potential solutions.

'Many may feel that there are more than enough urban research papers being published in the world, while the day-to-day problems of city living remain unchanged,' says David Howard. 'Our aim is not to add to the reams of journal content, but to build networks among practitioners, academics, agencies, and civil society. We want to create a comfortable environment for discussion where provocative and original thinking can be shared, joining pragmatic action and accessible analysis.'

## Understanding and best practice

The problems to be addressed are becoming all too familiar in both wealthy states and lower-income countries. Unhealthy diets, reduced physical exercise and other poor lifestyle choices lead to growing demand on healthcare systems and greater numbers of premature deaths. Meanwhile poorly planned urban development increases pollution, affects housing standards and access to green spaces, and gives rise to stress-related illness. Better understanding and, most of all, best practice, are fundamental if urban centres are to support and sustain health and wellbeing.

The Centre sets out to create a nurturing environment for the practitioners and leaders of tomorrow, providing networks and access to collaborative opportunities, and encouraging them to embrace the highest standards in their work.

'It's vital that the next generation understands and embraces the economic, environmental, social, and emotional aspects that underpin sustainable urban living,' says David. 'Those involved in urban development and healthcare are increasingly understanding the implicit link between the built environment and health – not just physical health, but mental health too. This will mean we are well-placed to look at the options available, and make the best choices.'

Instrumental in enabling this knowledge exchange is the series of

**"Better understanding, and most of all, best practice, are fundamental if urban centres are to support and sustain health and wellbeing."**

*Professor Carl Heneghan, Co-director of the Centre*

'Healthy Cities' seminars run by the Centre. These free, open-to-the-public events are a forum for discussion and debate, seeking practical responses to inform future practice. The topics they cover range from walkable cities, and migration and healthcare delivery, to the influence of public art and green spaces on wellbeing.

Building on the success of the seminars, the Centre is formulating day conferences and hosting small workshops to explore important issues. Aimed primarily at practitioners, these events will explore sustainable urbanism in the light of finance, heritage and the digital commons, amongst other topics.

## A new generation

David believes the Centre should bridge the generations as well as disciplines. 'We'd love today's healthcare professionals and urban planners to join with us, be part of the discussion and knowledge exchange, perhaps mentor the new generation entering this field, and support our work in the coming years.'

The Centre has the backing of national and international organisations with which it collaborates. These include The Prince's Foundation, which promotes and champions sustainable approaches to how people live and how our homes are built. The Foundation's work is influential across the Commonwealth, where rapid urbanisation is a feature of many countries. Also part of the Centre's network are the Kenya Medical Research Institute, which carries out health research aimed at improving health and quality of life in the country, Mahidol University in Thailand, and the UK's Wellcome Trust, through the Oxford Tropical Medicine Research Unit. The Centre is keen to connect and collaborate with other institutions, government agencies, and influential bodies across the globe.

'There is more than academic satisfaction underpinning this work,' says David. Carl agrees: 'Developing best practice in this intersection of urban development and healthcare will make a difference,' he says. 'What greater reward can there be than supporting happier communities, and increasing life expectancies in the process?'

You can find out more about the Global Centre on Healthcare and Urbanisation and its forthcoming events at [www.kellogg.ox.ac.uk](http://www.kellogg.ox.ac.uk)



## Healthy cities

A healthy city is one that is continually creating and improving those physical and social environments and expanding those community resources that enable people to mutually support each other in performing all the functions of life and developing to their maximum potential.

*WHO Health Promotion Glossary (1998)*

## Urbanisation is not urban growth

Urbanisation refers to the population shift from rural areas to urban areas, whereby towns and cities are formed and become larger as more people begin living and working in these areas, and is measured as the percentage of a country's population living in urban areas. Urban growth, instead, refers to the *absolute numbers* of people living in areas classed as urban.

Urbanisation therefore has implications for people who remain living outside urban areas as well as those moving within them. For example, commuting infrastructure or healthcare coverage can diminish as a response to falling demand.



# Kellogg

## growing numbers

In 2020, Kellogg College celebrates 30 years since its foundation. In that time it has grown to be the largest and most diverse college of the University of Oxford. We look at some of the other numbers associated with the College.



Thirty years ago, a group of far-sighted academics recognised the need for a different kind of study experience in Oxford. They wanted to cater for graduate students who wished to continue with study and research, but who would find a full-time commitment difficult to reconcile with other demands in life such as career and family.

They proposed a collegiate base for mature students to study part-time for post-graduate qualifications, and from that idea Kellogg College was born.

Since the first handful of students matriculated in 1992, Kellogg has grown to be the largest student body in Oxford. In 2019 the combined number of full- and

part-time students enrolled at the College surpassed 1,500.

Hand in hand with the promotion of part-time study, the College recognised the value of making lifelong learning accessible in a wider range of academic disciplines, whether for career advancement or simply to satisfy curiosity and enthusiasm. As a result, Kellogg has an intellectually diverse community, ranging in age from students in their 20s to those in their 70s.

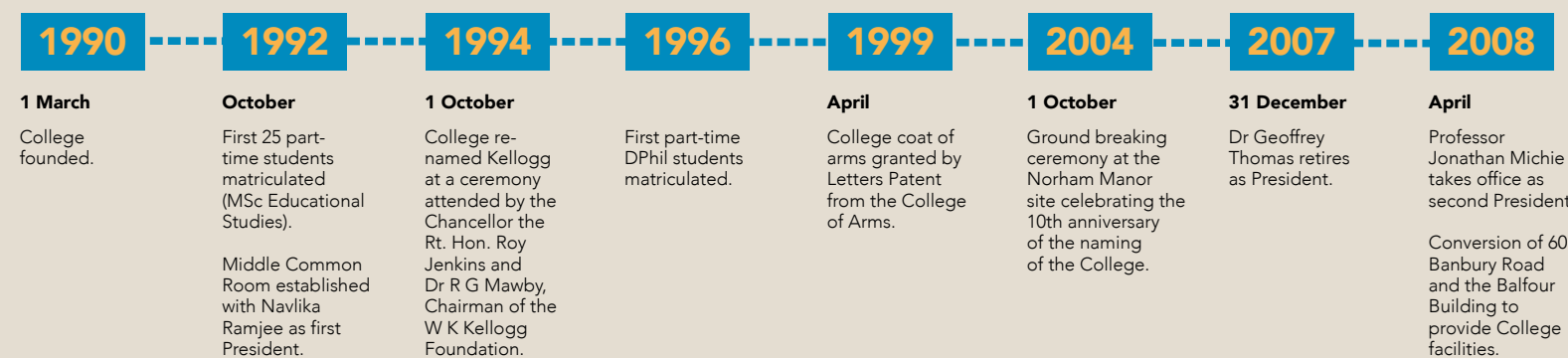
That diversity is also reflected in the College's international make-up, with students from 98 countries spread across five continents and both hemispheres

The range of subjects studied by Kellogg

students is also impressive. Around 3,000 courses have been completed in more than 200 study areas since the College was founded. Students are also engaged in research spread widely across the departments of the University, in science, humanities, and the arts.

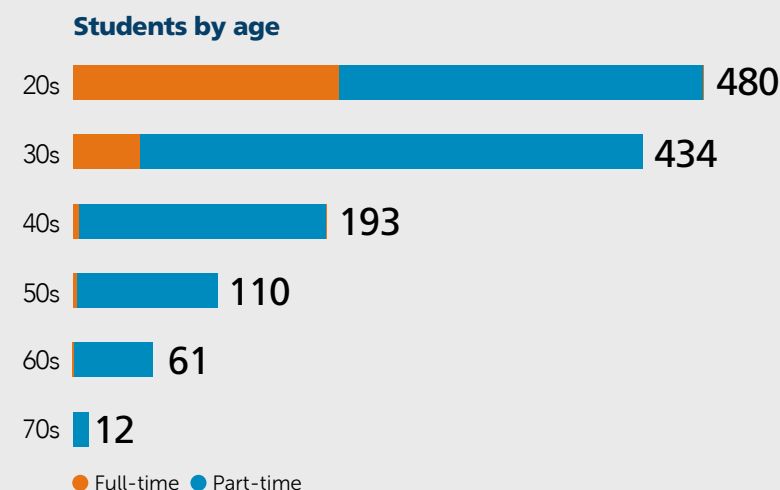
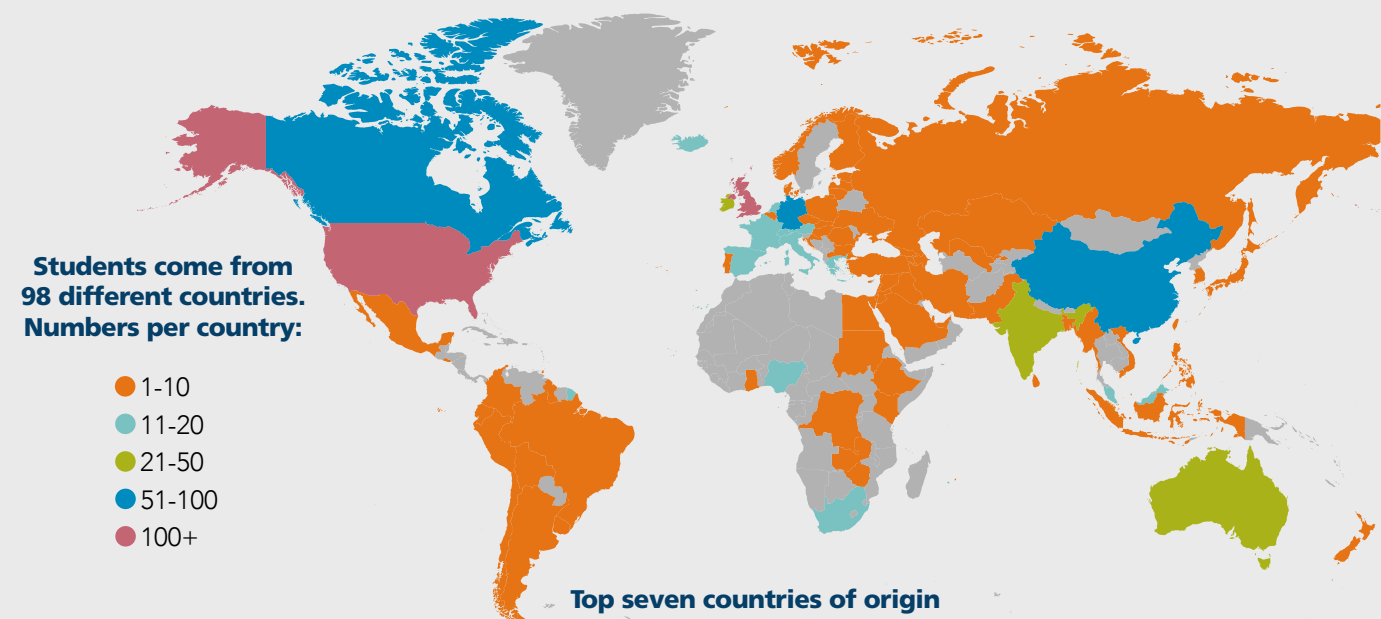
Kellogg will continue to grow and develop over the next 30 years, and beyond. Its commitment to excellence and lifelong learning will remain undimmed, and its willingness to embrace new thinking and innovative practice will enhance both the lives of the students and academics who are part of its community and the impact they make on the world.

## Kellogg's milestones

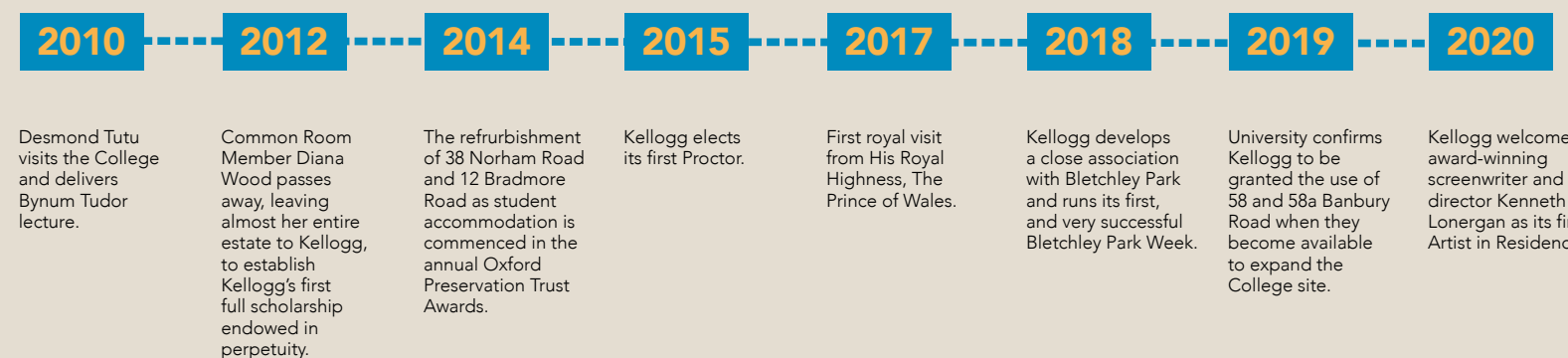


## Kellogg in numbers

(from Michaelmas term 2019)



**3,000 courses**  
completed in more than 200 areas of study since our foundation





# ALUMNI INTERVIEW

## Joy Richardson, actor, author & artist



**What prompted you to choose Kellogg?**  
A friend told me she was doing the amazing MSt Creative Writing course at a wonderful college called Kellogg. It was what I had been looking for to develop my writing. With only three weeks before the application deadline, I was delighted to be offered a place at Kellogg College.

**What inspired you to choose this programme?**  
For years I was writing in isolation. The programme offered me a chance to develop my skills, shift my perspective and move forward. To write poetry, radio drama, stage scripts, film scripts and short stories for a full two years was inspiring.

**What is your best memory from your time at Kellogg?**  
My best memory at Kellogg was being asked to give the alumni speech at the 2009 Gaudy

Dinner. This was completely unexpected. I found myself saying ‘yes’ then feeling terrified. It meant so much to express how Kellogg had enriched my life. Thankfully my speech was warmly received.

**What have you been doing since graduation?**  
Since graduation, my 2010 exhibition *Journeys through Childhood* was hosted by Kellogg. To see my paintings in the Mawby Room was an extraordinary experience and a dream come true. The event included storytelling, plus live performances by singers of opera and jazz. Sheila Melzak, co-founder of Baobab Centre for Young Survivors in Exile, gave a moving description of how she uses the arts to rehabilitate former child soldiers and trafficked children living in London. I was grateful that from the sale of paintings I was able to make a donation to Kellogg College.

More recently I have been working with artist and director Steve McQueen, on the upcoming BBC drama *Small Axe*. I am currently in a show called *The Doctor* that is due to transfer to the West End later this year.

**How do you feel your time at Kellogg has helped you after graduation?**  
In 2019 I took part in Kellogg’s ‘In Conversation’ event with Yasmin Khan about my experience of acting in BBC1’s dramatisation of *The Long Song* by Andrea Levy. The legacy of slavery and specifically Britain’s role in the slavery in Jamaica, and its lasting impact seen today is a huge topic. Much of my confidence was due to my time at Kellogg. I now trusted myself sufficiently to share my thoughts and experiences.

My life at Kellogg has shifted my perspective on success and failure. We all

Degree course:  
MSt Creative Writing  
Matriculation year: 2006  
Year of graduation: 2009

have a unique perspective that can only exist if we let it.

**What does the future hold for you?**  
My art event about Pork Knockers has been many years in the making. It’s the stories of the men, women and children risking their lives to ‘hunt’ gold and diamonds, in the wild interiors of Guyana.

**Tell us something surprising about yourself that other people might not know.**  
People might not know that I am a black belt in Tang Soo Do, Korean Karate, and I was once UK Ladies Champion.

**Any advice for current students?**  
My advice for students is please be kind to yourself. Take notice of how you are feeling and always ask for help when you need it. My family and friends love visiting Kellogg. The wonderful welcome that greets my every visit is at the heart of why Kellogg College is so special.



# Kellogg sport

We have had another successful year across a range of sports.

## Kellogg Blues

### Rugby



In January we were delighted to announce that, once again, a Kellogg student has been made OURFC Blues Captain! This is the second time George Messum (MSC Software Systems Security) will receive a Blue, his first being in the 2014 Varsity Match, which was followed by the Men’s Blues Captaincy in 2015. George follows in the footsteps of Dominik Waldouck who captained the Blues in 2018.

### Water polo



On the last weekend of February Victoria Strutt and her fellow Water Polo Blues beat Cambridge 13-12 in an exciting Varsity Match, with the winning goal being scored in the last five seconds of the game. The team continue an excellent season with their BUCS league’s semi-final. If you are interested in taking up the sport, keep an eye on the OUWPC Facebook page (@OUWPC).

## Rowing

Congratulations to Harrison Kieffer who rowed in the Oxford University Lightweight Rowing Club’s winning Blues boat against Cambridge on 15 March. Also, well done to Evan Roberts, from the Kellogg/Christ Church eights team, who raced the 4x100 in a guest team from Oxford and Cambridge against Harvard and Yale, in the transatlantic athletics match in Cambridge, MA (USA) in July.



## Try something new...

### American football



Kellogg members James Tufnell and Andrew Badger are regular members of the University of Oxford’s American Football Team, The Lancers. In February they took part in a close run Cavalier Cup match against Oxford Brookes, losing 12-14. Onwards and upwards, though. The team are hoping to improve on last year’s fifth place in the BUCS 2A League and to retain their title in the XIV Varsity match, after beating the Cambridge Pythons 19-9 last year. For more information visit [www.oxfordlancers.co.uk](http://www.oxfordlancers.co.uk)

## Clay pigeon shooting

Kelloggians James Tufnell, Simon Mason, Wayne Partridge and Andy Nguyen represented Oxford in the British University Clay Pigeon Championships. They had an excellent day, facing some very testing clays. Simon represented the Oxford 1st Team and shot 53/100, whilst Wayne, James and Andy were in the 2nd team and shot 43/100, 30/100 and 12/100, respectively. The scores contributed to Oxford’s overall 5th place.

## Hockey

After a very successful 2018/19 season The Kellogg/Christ Church Hockey team was promoted this year. Their main aim for 2019/20 is to reach the Cuppers final, after reaching the semi-finals twice. The team is mixed gender and open to absolute beginners and experienced players. If you’re interested, contact Bastiaan van Dalen at [kell4429@ox.ac.uk](mailto:kell4429@ox.ac.uk)

## Croquet

For those of you that like your sport a little more laid back, and prefer a glass of Pimms to an energy drink, then the Kellogg Croquet Team is the team for you (and us if we’re truthful). Open to all Kellogg members, the team is competitively non-competitive – hand-eye coordination is frowned upon, as is winning. For more information, join the Kellogg Croquet Facebook group @KelloggCollegeCroquetTeam



# PRESIDENTIAL reflections

Outside of Mount Rushmore it's not often you see four presidents together. But we brought together four Kellogg presidents – two College presidents and two MCR presidents, spanning the College's full 30 years – to reflect on the impact Kellogg has made.

Geoffrey Thomas was President of Kellogg from 1990-2007. Jonathan Michie took over and is the College's current President. Navlika Ramjee was the first MRC President. Dominique Fortes currently holds the post.

## What makes Kellogg special?

**NR:** It's always enjoyable and fun. I always feel welcome, and anyone I bring along feels welcome too.

**GT:** In the early days we were small numbers and it was a very close community. It felt like a family. What I love now is the mixture of younger and older students from different backgrounds, and the College is a great place where everyone can come together.

**DF:** It's the diversity that I appreciate. I've been to other colleges where I didn't feel that there were people from all walks of life. This College is very welcoming – and it's not just the other students, it's the staff and Fellows as well.

**JM:** We are the University's most international college, and there is a real sense of community. Everyone here prioritises the students. I took

that for granted until a University colleague commented how striking it was at Kellogg that the role of the College was to support the students. What's the point of a college otherwise? For me that's the whole purpose.

## What are the College's key achievements?

**GT:** The most obvious thing is enabling students to study part-time for Oxford degrees. And over the last 30 years, I know that Kellogg has gained the respect and admiration of other colleges across the University.

**NR:** The building of the Hub was a great thing for the College. It's a Passivhaus building with strong sustainability credentials, which says something about the College's values.

**JM:** Winning recognition of the excellence of part-time degrees, and part-time degree students. Both the degree courses and the students on them are outstandingly good in terms of quality, and that has been increasingly recognised – that's a key achievement.

**DF:** The College is making real progress on environmental sustainability. We have meat-free Mondays, and our green officer is making huge progress. We now have timers on our showers to reduce water and energy used in the on-site accommodation. Kellogg is really moving towards becoming even greener, and a lot of the students feel that's very important.

## And its greatest challenges?

**DF:** Ensuring our part-time students enjoy the very best Oxford experience, which means continually working to ensure that they and the full-time students are part of a single Kellogg community, along with the fellows and staff.

**GT:** My concern is always about finding money to support students because it's more and more expensive to study here. We also need more accommodation and related facilities.

**NR:** We need to maintain our high standard of students, and of the student experience, now and in the future. The other challenge is to maintain and enhance the buildings and the grounds.

**JM:** The climate crisis – we are doing a lot but we need to do more. Being the most international College affects our carbon footprint. If we can do more with video conferencing we might be able to reduce the number of international flights.

## What will change most in the next 30 years for higher education and Kellogg?

**JM:** The world will become more like Kellogg, with more postgraduate study, undertaken flexibly. With life expectancy rising to 100, there could be a 60-year curriculum with people accessing education throughout their lives.

**NR:** The biggest changes will be in the use of technology for learning.



Geoffrey Thomas, Navlika Ramjee, Jonathan Michie, Dominique Fortes

**GT:** It's a dilemma because it's important to bring people together at least some of the time. The worry I have is the gap in opportunities for people. Oxford is doing a lot to try to address inequalities, and we need to make a proper contribution to that.

**DF:** In terms of changes, I think it will be in terms of the type of degree subjects. My degree is in Chinese Studies and I think we are moving towards very specific disciplines.

## What impact has the internet had on learning and the student experience?

**JM:** Opportunities to use online resources in teaching, and having virtual meetings to decrease our carbon footprint. It's also about our ethos of building a College community when our students are working around the world. Improving the technology so our students can be really engaged wherever they are in the world will help them feel more a part of our community.

**DF:** Staying in touch with people over the internet is invaluable. Being away from home and having that contact means you can bring a piece of home with you. Technology allows engagement both in your personal life and with College.

**GT:** Access to resources online has transformed study.

**NR:** Being able to keep in touch is really important, particularly if you are having a hard time.

## What do you enjoy about Kellogg and what do you find frustrating?

**NR:** I like the events and the lectures. What's frustrating is that you only really get to speak to two or three people when you want to meet everyone.

**GT:** These days I concentrate on the social interaction, and having spent my life with students I still enjoy meeting them.

**DF:** As an extrovert I love sitting in the dining hall meeting and greeting the new students. I wish we had more facilities – like a gym, for example.

**JM:** The student engagement is what I enjoy – and their achievements. One frustration was receiving a complaint from a student about our meat-free Mondays – but that was OK, as it turned out he wasn't a Kellogg student!

## Who, alive or dead, would you invite to be a fellow of Kellogg?

**NR:** The Nobel prize-winning poet, Rabindranath Tagore, and the Pakistani poet Imtiaz Dharker.

**GT:** The College doesn't have a motto, so I would choose Michelangelo who said, 'ancora imparo' – still I am learning. I'd also choose Hedy Lamarr, who was not only a film actor but also a scientist and inventor.

**DF:** The motivational speaker, Jay Shetty.

**JM:** The American civil rights activist, Rosa Parks, and the philosopher Eric Cantona.

## Has your experience at Kellogg changed you as a person?

**GT:** I have met a lot of wonderful people here, and many of them have had an influence on me.

**NR:** Studying here made me a different person.

**DF:** Every interaction you have with people makes a difference.

**JM:** It reinforces all my values, and it is inspiring to see students who are changing the world for the better. It encourages me to be resilient and to stick at it.

## Share your Kellogg memories

We'll be celebrating 30 years of Kellogg throughout our anniversary year, and we would love to hear from you. Do you have memories of Kellogg, or observations on how study and the student experience has changed over the past 30 years?

Drop us a line at:  
[connect@kellogg.ox.ac.uk](mailto:connect@kellogg.ox.ac.uk)

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[in @Kellogg College](#)



**“Adult education must not be regarded as a luxury for a few exceptional persons here and there... it is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.”**

*1919 Final Report*

# Lifelong learning

## Reconstructing

In the aftermath of the Great War, the Ministry of Reconstruction Adult Education Committee produced a report of profound importance, a clarion call to make adult education ‘a permanent, national necessity’. A century later, Jonathan Michie, President of Kellogg College, is one of a new generation of educationalists echoing that call.



‘John Maynard Keynes believed that by now we would be working 15 hours a week, reaping the benefits of technological progress and growing prosperity, so that in those hours we could produce as much as the workforce of his day could do in a 40-hour week,’ observes Jonathan Michie, himself a respected economist.

‘Sadly that is not the case. We’ve lost sight of the Keynesian emphasis on using growth in productivity to improve the quality of life, and instead pursued higher output and increased consumerism in a way that is unsustainable.’

For Jonathan, lifelong learning is key both to giving workers the skills to use new technologies for economic benefit, and to creating informed social dialogue around the opportunities this progress offers to enhance our quality of life. This passion and belief lies behind his decision to commit to a Centenary Commission as Joint Secretary and Research Director, looking at similar issues and challenges facing society as those addressed a century ago by the Ministry of Reconstruction.

### The Centenary Commission

The Centenary Commission on Adult Education was instigated by a group of adult educators who shared a common belief in the significance of the 1919 *Final Report*, and who felt it was time to re-evaluate adult education, and develop a vision for the role it will play in the century ahead. It was funded by the Further Education Trust for Leadership – an independent think tank – and chaired by Dame Helen Ghosh, Master of Balliol College.

(Appropriately, A L Smith, a predecessor as Master, chaired the 1919 committee.)

Other members of the Commission reflected the network of interested groups and influencers who see adult learning as critical in addressing the social, political, economic, technological, and demographic challenges we face in the immediate future. The worlds of education, industry, politics and policy-making, worker representation, economics, and media were all represented in its composition.

‘During our work, we were struck by the strength of feeling across the country that it is now vital and urgent to invest in adult education and lifelong learning,’ says Dame Helen, ‘for the good of its democracy, society, and economy, and for the wellbeing of its citizens.’

The Commission discovered a high degree of consensus around this opinion as it took findings and heard from adult education providers, local authorities, and community groups. To examine how this vision might be made real, the Commission made a number of recommendations on policy and funding, and actions that could drive this objective forward.

‘We saw aspects of the 1919 *Report* that resonated for us today,’ explains Jonathan. ‘Peace and international cooperation were paramount concerns then, climate change is the pressing issue today. The campaign for gender equality still has objectives to achieve while our recognition of economic and social inequality extends into race, disability, sexuality, and social origin. The

1919 *Report*’s conviction that adult education can help heal fractured communities and foster a healthy democracy echoes down the years, helping communities to find a voice to influence local and national debate, and counteract a feeling of being “left behind”. And new technologies, Artificial Intelligence in particular, promise to change the employment landscape, make some jobs redundant and demand new skills of the current generation of workers.’

The Commission therefore focused on six key themes and aimed to make recommendations on each of those areas.

### 1. Framing and delivering a national ambition

The Commission articulated the view that adult education is of profound importance to social cohesion and economic prosperity, and should command the attention of a government minister implementing a national adult education and lifelong learning strategy. The delivery of this strategy should be through partnerships among local and regional government, universities and colleges, employers, and community groups. Collaborative working is key.

Funding which has been cut in recent years should be restored to local authorities, as well as the statutory responsibility to provide adult education.

Funding for adult community education should be increased and rebalanced towards those who have previously missed out, fostering literacy, numeracy and digital skills, and retraining adults of all ages. A broad



curriculum should be encouraged, with diversity in subjects and where and how education takes place.

Institutionally, all universities should provide adult education and lifelong learning appropriate to their role in their communities, with access compensating for past disadvantages, and using radical and engaged forms of education.

At a national level, information campaigns should promote and raise awareness of adult education and lifelong learning opportunities, and motivate public engagement.

2. Ensuring basic skills

An Adult Basic Skills Strategy should nurture the abilities needed in a changing workplace and help close the gap in terms of prior educational attainment, much like the successful Skills for Life Programme of the early 2000s.

3. Fostering community, democracy and dialogue

The commission welcomed recent proposals for Individual Learning Accounts but also called for funding for informal, community-based learning initiatives led by local groups, and encouraged the development of administratively light-touch, stable and long-term funding systems. It called for the boards of further education colleges to include representatives of the local authority, community organisations and trades unions.

4. Promoting creativity, innovation, and informal learning

Innovation has been a continual focus of adult education, and the Commission once again echoed the 1919 Report that asserted ‘We need to think out educational methods and possibilities from a new point of view, that of the adult learning to be a citizen.’ Voluntary organisations and newly emerging social movements have often had the closest connection with the pressing issues of the moment and been most creative in developing new ideas and strategies

for learning. Investing in this would help to support innovation and communicate best practice, and develop a supporting infrastructure such as a trusted digital platform supporting adult education providers and able to prioritise the interests of individual learners and community based groups.

5. Securing individual learning and wellbeing

Beyond the broader social value of adult education, which has always been subject to critique, the Commission emphasised the importance of individual development and wellbeing. Adult education plays a profoundly important role in helping people understand, deal with, and take control of life’s transitions and new experiences. In this way, it is a major influencer on human happiness and good society.

Much of the emphasis on adult education has been on the economic benefits it provides for individuals. Certainly the Commission cites evidence that people with better skills earn more and achieve more positive employment outcomes and outcomes for employers. In many ways, this has been a main driver of adult education, with governments looking to economic markers as a measure of success. Yet studies have found that participation in adult education can increase the chances of giving up smoking, increase exercise levels and positively contribute to personal happiness. It can also have a positive effect on social and political attitudes, leading to greater racial tolerance, and less cynicism and more engagement with politics.

6. Attending to the world of work

Lifelong learning spans those actively in work as well as those who are perhaps reskilling to return to work, or pursuing education for sheer enjoyment and personal development. Employers, recommends the Commission, should provide paid time off work to enable learning. Employers might even provide spaces within the workplace to accommodate adult learning, facilitate learning

representatives among the workforce, and report annually on investment in learning and its distribution across all levels of employees. For those working in the growing ‘gig’ economy, an education maintenance allowance should be made available to safeguard learning opportunities with no loss of earnings.

A new technological revolution

The scope of the Commission’s Report and recommendations is wide and ambitious, but as Andy Haldane, Chief Economist at the Bank of England, observes:

‘The world of work is being upended by a new technological revolution. This will see many, perhaps most, jobs disrupted, and a large number destroyed. The education system of tomorrow has to span the generational spectrum, and the skills spectrum from cognitive, to vocational, to interpersonal. The economic benefits of doing so are crystal-clear. Doing so will not be easy. It will require purposeful action on a number of fronts, not just governments, but companies and individuals. It will need a strategy set nationally, but executed locally.’

Endorsing that opinion, Jonathan Michie speaks of his own conviction that lifelong learning is a ‘permanent national necessity’ – that phrase first coined in the 1919 Final Report: ‘I am proud to be President of an Oxford college that was established as an innovative and ambitious commitment to the importance of adult education and affording people the chance to continue research, develop their professional skills, and pursue their individual interests while committed to a career. It also celebrates the joy of learning for its own sake at the highest level.’

He concludes: ‘My work with the Commission has been a natural extension of Kellogg College’s ethos, an exciting opportunity to influence the education agenda that will be so critical to the country in the years of transition that lie ahead of us.’

A copy of the Report by the Centenary Commission on Adult Education can be downloaded from [centenarycommission.org](http://centenarycommission.org)



“A university’s job is not just teaching the elite, it’s the job of the universities to share knowledge with everybody. And the knowledge should be relevant to what people themselves are interested in... the knowledge is in the university but people of all kinds want and can use it... it seems to me they have the right to use it.”

Lalage Bown, Emeritus Professor at the University of Glasgow







**“...we can expect lifetimes of up to a hundred years, with increasing numbers remaining mentally and physically fit into their 90s. Lifelong learning needs to be about individual benefit and fulfilment as well as productivity at work and social engagement.”**

From the Conclusion of the 2019 *Report*

**MEMBERS OF THE COMMISSION**

**Dame Helen Ghosh (Chair)**

Master of Balliol College, Oxford. Previously: Chief Executive, The National Trust; Permanent Secretary at Home Office and Department for the Environment, Food & Rural Affairs.

**Sir Alan Tuckett OBE (Vice-chair)**

Professor, University of Wolverhampton. Previously: Chief Executive, National Institute of Adult Continuing Education; President, International Council for Adult Education.

**Melissa Benn**

Author, novelist, journalist, broadcaster. Chair, Comprehensive Future; Council member, New Visions for Education Group; founder member, Local Schools Network.

**Lord (Karan) Bilimoria CBE**

Co-founder & Chairman, Cobra Beer; Chancellor, University of Birmingham; Chair, Advisory Board, University of Cambridge Judge Business School; Vice President, Confederation of British Industry; independent crossbench peer, House of Lords.

**Dr Sharon Clancy**

Chair, Raymond Williams Foundation; Senior Research Fellow, University of Nottingham. Previously: Head of Community Partnerships, University of Nottingham; Chief Executive, Mansfield Council for Voluntary Service.

**Uzo Iwobi OBE**

Policy Adviser, Welsh Government; Hon. Fellow, University of Wales Trinity St David; Chair for Diversity, Royal Welsh College of Music & Drama. Previously: Chief Executive, Race Council Cymru; Commissioner, Commission for Racial Equality.

**Melissa Highton**

Assistant Principal, Online Learning and Director of Learning, Teaching & Web Services, University of Edinburgh.

**Roger McKenzie**

Assistant General Secretary, Unison. Previously: Vice Chair, West Midlands Assembly; Midlands Regional Secretary, TUC; Race Equality Officer, TUC.

**Sir Kenneth Olisa OBE**

Chairman, Shaw Trust; Lord-Lieutenant of Greater London; Chairman, Restoration Partners; Deputy Master, Worshipful Company of Information Technologists. Previously: member of Independent Parliamentary Standards Authority.

**Dr Susan Pember OBE**

Director, Hoxle (professional body for Adult Community Education and Learning). Previously: lead Director for FE, Dept for Business Innovation & Skills (BIS) and Dept for Education & Skills (DfES); Principal, Canterbury College of F&HE.

**Dr Cilla Ross**

Principal, Co-operative College.

**Sir Peter Scott**

Commissioner for Fair Access, Scottish Government; Emeritus Professor of Higher Education, UCL Institute of Education. Previously: Vice Chancellor, Kingston University; Pro-Vice Chancellor and Professor of Education, University of Leeds.

**Ruth Spellman OBE**

Chief Executive and General Secretary, Workers’ Educational Association. Previously: Chief Executive of Chartered Management Institute, Institution of Mechanical Engineers, and Investors in People UK.

**RESEARCH**

**John Holford (Joint Secretary/ Research Director)**

Robert Peers Professor of Adult Education, University of Nottingham.

**Jonathan Michie (Joint Secretary/ Research Director)**

Professor of Innovation & Knowledge Exchange, President of Kellogg College, Director of the Department for Continuing Education, University of Oxford.

**Dr Nick Mahony (Researcher)**

University of Nottingham

ALUMNI INTERVIEW

**Max Buston,**  
interior designer



**What prompted you to choose Kellogg?**

Before getting to Oxford, choosing a college is rather obscure and perplexing. What drew me to Kellogg was the number of fellow part-time students from all over the world who would bring their personal entrepreneurial experience. And I was right. I met many CEOs of international companies at College dinners.

**What inspired you to choose this programme?**

Starting a part-time DPhil in one’s early 20s is not common. I had just set up my own interior design company and was working on a residential project in America. But I just couldn’t let archaeology go. I thought, why not try the challenge of doing two seemingly unrelated enterprises at once?

**What is your best memory from your time at Kellogg?**

There were definitely several. One was the Design Week I organised with fellow DPhil student Melena Meese in December 2014. We decorated the Mawby Room with textiles from the Pierre Frey collection, and their CEO Patrick Frey travelled over from Paris with antique pieces from their archives. I also got involved in the Diana Wood concerts. I found the more you put in to College life the more you got back.

**What have you been doing since graduation?**

Throughout the editing process of my thesis (which took 16 months) I was Studio Director at Anouska Hempel Design, and I was travelling the world from Hong Kong and Singapore to Istanbul and New York. We were always working, and so I didn’t have time to get my thesis out during those long flights. Submitting the thesis gave me freedom of time which allowed me to leave Anouska Hempel, however wonderful a designer she was, and set my own business up once more: [www.maxbuston.com](http://www.maxbuston.com)

**How do you feel your time at Kellogg has helped you after graduation?**

For a time I was a Junior Dean, and this helped develop my sense of empathy and appreciate how taxing the academic rigour of Oxford could be. Certainly when I had graduated at age 31 I had achieved a better sense of balance in life.



Degree course:  
DPhil in Archaeology  
Matriculation year: 2012  
Year of graduation: 2019

**What does the future hold for you?**

I hope a great set of houses and commercial spaces to design and bring joy to whoever gets to be in them. I have just completed The Factory for the Madeleine Milburn Literary, TV and Film Agency, and I am currently working on a townhouse, country house and penthouse, all within an hour’s drive of my new flat in Crystal Palace.

**Tell us something surprising about yourself that other people might not know.**

I practise Vedic meditation (Transcendental Meditation), for 20 minutes in the morning and 20 minutes in the evening. You can achieve so much more in life if you can find a sense of inner calm and balance.

**Any advice for current students?**

Make sure you don’t overwork yourself, and find time for a short walk or mindfulness practice each day. It’s a great way to think up new ideas in your studies.

To get in touch with Max email [max@maxbuston.com](mailto:max@maxbuston.com) or visit [www.maxbuston.com](http://www.maxbuston.com)





## Sharing knowledge to save lives

For many childhood diseases, surgery remains the only cure in low income regions of the world. Spurred on by her deep-set view that “what you have should be shared”, Kellogg Fellow Professor Kokila Lakhoo has spent the last 20 years using her annual leave to develop children’s surgery in Africa. Here, she describes how her self-funded initiatives started.

In 2000, within three months of starting my new job with Oxford University Hospitals and Oxford University as a consultant in paediatric surgery, the surgical department received a visit from the vice chancellor of a new medical school within the University of Tumbani, Tanzania, whose vision was to develop specialist surgical services at the attached tertiary referral hospital in Tanzania, based at the foot of mount Kilimanjaro.

The remit for his visit to Oxford was to entice interested parties to support and develop surgical specialist services with their counterpart in Tanzania. I joined a fact finding team of specialists from Oxford to visit the institution and assess feasibility. This team included an Ear, Nose, and Throat (ENT) surgeon, endocrine surgeon, and myself, all led by a senior urologist who was familiar with the institution.

The visit revealed there were no designated children’s surgical services, with the work being shared by adult surgical teams, with limited experience of children’s surgery. There was, however, enthusiasm and a will to develop children’s surgery on the ground by most clinicians and administrators. What was most encouraging is that the institution was self-sustaining in many ways: growing their own food for the hospital; building their own baby incubators with minimal resources and developing a centre of excellence in prosthesis for the whole of Africa.

### How to make this work?

When I returned home I had an idea of how I could make this work but needed the full support of my husband. At the time we had two children under 5 years of age and both our families lived abroad, and I worked full-time in Oxford. I needed to think through the implications not just for my family but for my job and colleagues if I was away for long periods of time. The support from my husband was overwhelming, in fact he felt I was wasting time not getting on with the project!

Funding for children’s surgery in global health is much more difficult to achieve than paediatric medical disease, such as malaria and HIV, despite the similarity in incidences. To make this work I embarked on a skills sharing and capacity building approach. I took 10 to 14 days annual leave, self-funded, and dedicated it to initiating the project.

I identified two fully trained adult surgeons, from the seven surgeons in the host institution, with whom to share my skills in children’s surgery. As they were fully trained surgeons, developing specialised skills for children’s surgery proved not to be a challenge. I gathered together a team from Oxford of nurses, trainees, paediatricians, other allied specialist administrators, and clinical engineers, to make annual visits and help build capacity.



Sharing skills to develop services

Over time, children’s surgical services were developed in two major centres, at Tumiani University linked hospital and Muhimbili University Hospital, a children’s surgical unit was also established and trained surgeons began developing services in other parts of the country.

Through the Oxford collaboration, the Muhimbili Institute received two designated children’s operating theatres from a dynamic non-governmental organisation called KidsOr (www.kidsor.org). The nursing staff helped develop operating theatre skills, increased the shelf life of sterilised equipment from two weeks to three months, and developed community services for children with surgical needs such as spina bifida (newborns with underdeveloped spinal chords). Targeted training of between six weeks to a maximum three months was also arranged for the Tanzanian team to visit Oxford.

This is a move away from the typical approach whereby medics from developing countries are trained solely in high income countries with technical sophistication – only for them to be unable to apply much of what they have learnt in their home country.

In 2006 there was concern that the project might come to an end when two fully trained paediatric surgeons were seconded to other regions of Tanzania, but, thanks to the will and the commitment from both the collaborating teams, two further adult surgeons came forward

to take on the role in training for paediatric surgery. The deaths of an anaesthetist and a children’s nurse by motor vehicle accidents also created a challenge, but again new staff stepped in to continue the work.

**Growth of exciting new projects**

There were further developments in related areas, including the development of radiological services, help for master’s students in ENT, radiology, nursing, and anaesthesia to complete their studies, and bursaries for medical students and senior school students from an adjacent school. On one occasion an artist, who funded nurses over two years, accompanied the Oxford team to Tanzania, helping to decorate the children’s ward, as well as supporting instituted care for children with cerebral palsy. A school of radiology was also being established but, due to political difficulties, this project has had to be put on hold.

Another major contribution from the allied teams came from the clinical engineer who, with his counterpart in Tanzania, created protocols to service hospital equipment on a regular basis and resuscitated some of the inappropriate high-income, country-donated equipment from the equipment graveyard.

Medical trainees who accompanied the team were briefed to work with their counterparts in Tanzania. They shared their training curriculum,

manuscript writing, data collection and research skills with the Tanzanian trainees, whilst they in turn shared their clinical experience and work ethic. The project attracted the attention of the Oxford Medical School, which has now provided fully funded electives for two surgically inclined Tanzanian students over several years.

**A story of success founded on sharing**

To date the project has developed paediatric surgery in two major centres, trained 12 paediatric surgeons, developed community children’s surgical care, presented at over 50 international meetings and published over 20 publications with a lead author from Tanzania. The success of the project is based on skill share, capacity building with a realistic time frame, trust, equal partnership and a complete focus of improving children’s surgical care. Over and above this, true friendships have developed over these past 20 years.

Through funds from the Hugh Greenwood Family legacy, a senior researcher with public health background is being trained to provide research input for children’s surgical services. The current discussion is to develop a master’s programme in children’s surgery and my hope is the expertise from Kellogg College will support this endeavour.

“According to the Bulletin of the World Health Organisation an estimated 1.7 billion children and adolescents worldwide are without access to surgical care.”

V Madhuri, MCh, R J Stewart, FRCS, K Lakhoo, PhD,  
Training of children’s surgical teams at district level  
in low- and middle-income countries (2019)



Professor Kokila Lakhoo is a consultant paediatric surgeon at the Children’s Hospital in Oxford and the University of Oxford. She is chair of the international forum for the British Association of Paediatric Surgeons and president of the Global Initiative for Children’s Surgery (GICS), a follow on from the Lancet Commission. As president of the GICS, she is continuing to expand her projects across Malawi, South Africa and Uganda. Kokila is also developing global surgery in the Nuffield Department of Surgical Sciences.



# Hearts & minds

Kellogg Fellow Willem Kuyken recently became the first Professor of Mindfulness and Psychological Science at the University of Oxford. He explains what mindfulness is and how it's evolved from an arcane practice into the mainstream of mental health and wellbeing.

Willem Kuyken was led to study mindfulness through a combination of his own personal experiences and significant encounters with influential and inspiring practitioners in the field. This has underpinned his commitment to the efficacy and practice of mindfulness, and the need to research further to advance our understanding.

'Mindfulness is still quite a young field. Just forty years or so,' says Willem Kuyken. 'But the practice of mindfulness can be traced back to contemplative traditions that are thousands of years old.'

Perhaps that's why it's easy to find people, with only a casual awareness of mindfulness, who are sceptical, perhaps even suspicious, of it as a practice, thinking of it as spiritual and mystical – a bit 'hippy'. Yet the fact is that it is becoming increasingly mainstream. The Oxford Mindfulness Centre, of which Professor Kuyken is Director, has become a prominent focus for research and practice in this field.

The Centre offers courses that teach mindfulness skills: paying attention, with

friendly curiosity to what is happening in the mind, the body, and in our surroundings. This present-moment awareness, mindfulness advocates say, helps us understand our automatic responses, respond skilfully to stress and difficulties, appreciate moments of joy, contentment and gratitude, and stay balanced through life's ups and downs – a practical response to today's hectic world.

A modern, widely used definition of mindfulness in mainstream settings is 'paying attention in a particular way: on purpose, in the present moment, and non-judgementally'. It was expressed by mindfulness pioneer Jon Kabat-Zinn in 1990, and reflected his experience of Eastern meditation, and his desire to create a programme that could be taught in mainstream Western settings.

## A rapidly evolving approach

Since the 1980s, mindfulness has attracted growing interest and has been subject to robust and increasingly rigorous research and critique. Significant developments in that



**"Wisdom, compassion, discernment and prosocial behaviour can all be learned and cultivated, and there is a growing body of science that tells us how."**



time have included Kabat-Zinn’s programme of Mindfulness Based Stress Reduction (MBSR), which led in time to the creation of Mindfulness-Based Cognitive Therapy (MBCT) for depression. The latter was developed originally with a focus on people with recurrent depression who were at significant risk of depressive relapse. MBCT had a particular psychological formulation and was carefully adapted to help people to learn skills to stay well and prevent depression recurring. It has been shown to be effective in numerous randomised controlled trials, and is becoming more widely available in healthcare contexts. Like MBSR, it has been adapted and extended to a range of new groups and contexts, and the evolving evidence base suggests it is as effective as other good psychological approaches.

‘In some areas the science is strong and well-developed,’ observes Willem. ‘For example, a lot of excellent work has demonstrated that mindfulness-based programmes for chronic pain, recurrent depression and addiction are effective. Our work in Oxford has been largely focussed on depression, starting with adults in the healthcare sector. We are now moving to asking how mindfulness can be taught to new groups of people and in new settings.’

For Willem, those new groups include such front-line workers as teachers and healthcare professionals, and the new settings include working environments, sport and the criminal justice system.

He emphasises an evidence-based approach to inform psychological interventions and to determine the effectiveness and value of such programmes. He also champions supporting people in an ongoing way to apply what they learn about mindfulness to their everyday lives.

‘Different things work for different people,’ Willem acknowledges. ‘I estimate we’re about 10 years or so away from being able to say, in much more evidence-based ways, what mindfulness practices work, for whom, when and how.’

Entering the mainstream

So why has mindfulness become so mainstream? This question is one Willem says he thinks a lot about. ‘I can’t pretend I know the answer, but I do have a perspective. When I read Yuval Harari’s 2014 book *Sapiens* his thesis really resonated with me. He first summarises 70,000 years of human history. Then in the penultimate paragraph says, “We are more powerful than ever before, but have very little idea what to do with all that power” and then goes on to end the book with the question, “Is there anything more dangerous than dissatisfied and irresponsible gods who don’t know what they want?”’

Willem agrees that in 70,000 years our species has made extraordinary progress. He cites expecting to live until 72 now, compared with the low 30s at the turn of the 20th century; being able to travel the world, compared with a hundred years ago when most people never travelled more than a few miles from their birthplace; and the access many people now have via the internet to information that would have been unimaginable not long ago.

But Willem notes that this progress has come with real challenges, challenges that we have to rise to if the planet and our species are to survive. Human colonisation of the planet has raised the very real spectre that the current trajectory of growth is not sustainable in terms of the earth’s resources, nor its effects on climate change. What’s more, this progress is not distributed equally, and there are stark inequalities which in many parts of the world are becoming larger, not smaller.

While many people are living longer, Willem observes, this means they often need to learn to live longer with one or more health conditions, typically with some degree of disability and pain. And although there has been remarkable progress in treatments for communicable diseases, heart disease and cancer, this progress has not been matched in mental health. As many as one in five people – that’s one billion people alive in the world today – will experience a significant

mental health problem such as depression, anxiety or addiction at some point in their life. Though we have some good treatments, most will never access them. While more of the world’s population has greater economic security, this is not matched by improved happiness and wellbeing.

Welcome to a new reality

‘These are not remote, abstract ideas,’ points out Willem. ‘They are real, and play out for all of us in some form throughout our lives. The solutions to these problems will need to come from the human mind and heart. Wisdom, compassion, discernment and prosocial behaviour can all be learned and cultivated, and there is a growing body of science that tells us how.’

These global problems and challenges, Willem believes, help explain why mindfulness has become mainstream: it is a solution we need.

This reality is something that has touched Willem’s own life, and led him down the academic path he has followed. ‘My whole career has pursued the question of how best to understand and prevent depression and enhance human potential across the lifespan. In the way we have seen smallpox eradicated, my hope is that we can in time see a world without the devastating effects of depression.’

A deeply personal interest

From an early age his inquiry was both academic and deeply personal. Like many people, his life has not been without struggle: ‘My parents were exposed to unimaginable suffering in occupied Holland and Indonesia during World War II, and my uncle, who is my namesake, died in a Japanese concentration camp at the age of 4. As a young boy, I often felt a deep sense of empathy and compassion when I encountered pain and suffering. I was brought up in Nigeria and although my life was cocooned within the expatriate community, for a child growing up there it was impossible to not see the great suffering that was never far from view.’

He first experienced depression himself as a

young man and the experience has informed how he lives and works. Wordsworth’s words ‘a deep distress hath humanised my soul’ have always struck a chord with him, he says.

Willem’s own epiphany came at a conference entitled ‘East Meets West’, where he was exposed to some inspiring people who in different ways were working at the same interface. He was encouraged to bring his

work on depression together with his personal interest in mindfulness during a conversation with John Teasdale, an academic clinical psychologist. ‘This was an extraordinary moment of convergence and set the direction for my career and life ever since.’

Willem is excited by the promise of mindfulness as a model for enhancing future understanding of mind and body. ‘There is

so much we don’t yet know and the next 50 years – and well beyond – will yield new understandings about mindfulness and psychological science.

‘I am optimistic that by drawing on ancient wisdom and modern psychology we can use our understanding of the mind and body to respond to some of the pressing challenges in the contemporary world.’



The Professorship in Mindfulness and Psychological Science was made possible by a generous gift from the Sir John Ritblat Family Foundation. This endowed Chair is intended to transform our understanding of mind and body by drawing on ancient wisdom and modern psychology.

Willem’s Twitter feed (@WillemKuyken) provides regular updates for people learning and researching mindfulness. He has also created a list of mindfulness resources that is updated regularly, and can be downloaded at <http://bit.ly/2Rsmeeo>.

You can discover a lot more about Mindfulness practice and current research at: [oxfordmindfulness.org](http://oxfordmindfulness.org)

“Is there anything more dangerous than dissatisfied and irresponsible gods who don’t know what they want?”

(Yuval Harari)



Speed is critical when it comes to developing treatments for rare neuromuscular diseases in children, explains Professor Laurent Servais, the acclaimed clinical researcher and Fellow of Kellogg.

# THE NEED FOR SPEED

A rare disease is a disease that affects fewer than 1 in 2,000 people. There are about 7,000 known rare diseases that all together affect almost 6% of the population – about 3.5 million people in the UK. Rare diseases are thus so numerous that together they are not rare at all. A vast majority of these diseases are genetic, and the outcome is more frequently severe, leading to a significant burden for the patients and their families.

Paediatric neuromuscular diseases are all rare diseases. The most frequent are spinal muscular atrophy, which affects 1 in 8,000 newborns, and Duchenne Muscular Dystrophy, which affects 1 in 5,000 boys. Except for the rare mildest form of spinal muscular atrophy, both are associated with reduced lifetime expectancy and loss or absence of the ability to acquire walking skills.

Developing treatments for rare diseases is far more difficult than for more common conditions: the paucity of patients, the large variety in clinical condition between patients, and, in the field of neurodegenerative disorders, the irreversible damage that decreases the potential clinical benefit of treatment, constitute several significant challenges. In addition, given the rarity of the diseases, their natural history and the best outcome measures to evaluate treatment efficacy constitute additional difficulties.

There is no difficulty in conducting trials with 1,000 patients in diabetes mellitus, multiple sclerosis, high blood pressure or Parkinson's

Disease, but this is just impossible in paediatric neuromuscular diseases, where the largest trials include only 250 to 300 patients. As a consequence, approved medications are fewer and families are frustrated because they cannot see innovative medicine moving from bench to bedside.

## The power of continuous assessment

The objective of my research is to accelerate and secure this transition. Using innovative magneto-inertial technology (a combination of accelerometers, gyrometers and magnetometers, which are widely used in the army and aeronautic industry), my team and I have played a key role in the first digital outcome qualified by a regulatory agency, the European Medical Association.

Magneto-inertial technology used as a wearable device (with a much better precision than mainstream actimeters) allows a continuous evaluation of the patients in their real environment, and thus an assessment of the patient's condition over a significant duration, rather than a point assessment in the hospital that can be biased by fatigue, illness or lack of motivation. So powerful is this continuous assessment in comparison with traditional hospital-based appraisal that trials in Duchenne Dystrophy can be conducted in less than half the time and using eight times fewer patients, thus accelerating clinical development.

As a result, trials are more economical and faster. Equally important,

patients are not exposed for an undue period to an ineffective medication if a drug is not working, whilst the access to an effective medication for patients outside the trial can be accelerated.

However, in some diseases like spinal muscular atrophy, the weakness is due to the irreversible death of neurons, which no therapeutic intervention can resuscitate. This requires early intervention, so patients can get the maximum benefit from an innovative but often burdensome and generally expensive new medication. For instance, in spinal muscular atrophy type 1, a condition that affects babies before the age of six months and leads to death in 80 per cent of patients before the age of two years, new approved treatments allow a much better survival rate and some motor progress. Nevertheless, patients treated after the symptoms appear still have very significant motor disability and few, if any, are able to walk. This places a heavy burden on the family, and comes at a significant societal cost.

## Accelerating access to treatment

My team and I have developed a genetic newborn screening program of all newborns in southern Belgium. This has meant 70,000 babies have been screened so far, and eight of them have been detected and treated very early. Today these patients are all doing well, in stark contrast to the terrible outcomes of the untreated disease, and the severe disability associated with post-symptomatic treatment.

Several other rare diseases that are 100 per cent treatable are today not screened in any country in the world. This is due to the fact that they are not associated with a metabolic biomarker, and can only be screened by genetic methods. Extending newborn screening to conditions that are treatable today – and then to conditions that become treatable tomorrow thanks to fast-moving pre-clinical innovation – will further increase human health and wellbeing. It also decreases the economic burden that results from the disability associated with late treatment.

The Latin adage *Praestat cautela quam medela* (Prevention is better than cure) has never been more true.

The future of rare disease treatments lies in this acceleration of clinical development. It is now clear that the most effective intervention at the lowest cost is achieved when post symptomatic trials are accelerated through the use of sensitive biomarkers, innovative design and outcomes, and then access to treatment is accelerated using newborn screening and early treatment. This is how my team and I will continue our search for new treatments of these debilitating diseases.

*In 2019 Professor Servais was appointed Professor of Paediatric Neuromuscular Diseases at the MDUK Oxford Neuromuscular Centre, a partnership between Muscular Dystrophy UK (MDUK) and the University of Oxford.*





## Meet Rodrigo Hernandez, one of Kellogg's Academic Office staff and sustainability champion

Rodrigo Hernandez is a popular member of the Academic Office who works closely with students during all stages of their time at Kellogg. He is also at the forefront of all the College's Green Impact Award endeavours and sustainability initiatives.

### You're originally from Spain, how did you end up at Kellogg?

I came from Spain, via Germany, to Oxford in 2011 to settle with my British partner. I had several reception roles at the University before ending up at Kellogg. After working on reception for a year an opportunity arose in the Academic Office where I now work as an Administrative Assistant.

### What do you enjoy most about working at Kellogg?

One of the best parts of working here is the lunches, not just because Kellogg offers the best food in Oxford, but for the company of all the many staff, students and fellows I sit with. I really enjoy seeing students through from admissions to graduation, but especially that 'in between bit' where I get to know them in person and help them settle in Oxford.

### You lead the Kellogg College Green Impact team, tell us about the initiatives you've been involved in.

I invited our staff cyclists to take part in Love to Ride's Cycle September challenge in 2018, where they topped their category. We also launched a staff walking challenge using the World Walking app, which was a success. We carried out a water audit, and as a result introduced water timers to reduce our water consumption; with MCR funding, we introduced two hedgehog igloos in

our gardens to improve biodiversity; and throughout spring and summer you'll see a hotel for lonely bees behind the Hub, first installed in 2018 as part of Oxford Plan Bee.

I was also honoured to be asked to speak at the 2019 Green Impact Awards ceremony. I presented details of the College's initiatives and our plans for the future. The same evening, I was also very proud to pick up a Green Impact Gold Award on behalf of Kellogg. Something we hope to repeat in 2020.

### What other initiatives do you and the Environmental Ambassadors have in the pipeline?

Our Environmental Ambassadors themselves are a new initiative. Our current Environmental Ambassadors are students Anna Knowles-Smith and Vignesh Cannanure, and it's been a pleasure working with them.

Over the past few months we have been trying to measure the College carbon footprint. We are also preparing a green guide for graduate students and this spring, we are carrying out the first College site biodiversity review.

### Tell us something about yourself that we don't already know.

I speak four languages, including my native Spanish, French, English and a little German, so I really enjoy supporting Kellogg's international students and connecting with all our College members. I also have a really good memory, which is helpful during Welcome Weeks when we're meeting over 500 students for the first time!





# What connects nanotechnology, parenting programmes, archaeology and illegal ivory poaching?



# Colloquially speaking

It won't be much of a surprise to learn that all these subjects feature in the research of students at Kellogg. The College prides itself in its interdisciplinary culture, which helps explain how all these interests were brought together in the same place, at the same time, in the first Kellogg College Graduate Symposium.

Taking place over a full day and including 14 brief and informal talks, the first Graduate Symposium demonstrated how the research of Kellogg students is adding to existing scholarship and breaking new ground in a variety of disciplines, and revealed how various different branches of research connect with one another.

The occasion was organised by Giuseppe Spatafora, the MCR Academic Officer, and Kellogg Fellow Dr Elizabeth Gemmill, along with the College's Academic Office.

'The symposium was developed to build upon our existing series of Colloquia,' explains Giuseppe. 'We thought of it as a further step up the ladder of academic training. It simulated a full-day conference environment where speakers present in panels, and peers or experts can comment, yet still within the friendly and supportive environment of Kellogg.'

The symposium adopted as its theme 'New Perspectives on Long-Standing Problems' – a broad scope designed to encourage participation and highlight how students bring new ways of analysing and understanding. Fellows and Visiting Fellows were recruited to organise a series of panels during the day, to moderate the discussions, and to draw together common threads among the presentations.

## 14 NEW PERSPECTIVES

**The Shadow State: A barrier to the right to food (Ranchi, India)**

*Tushara Ravindranath, MPhil in Development Studies*

**How business and finance can change the world**

*Daniel Staudegger, MSc in Mathematical and Computational Finance*

**Human mobility, security, and emergency management**

*Philip Webb, MSc in Sustainable Urban Development*

**Access or access denied? Issues of inclusivity of adult international students studying in the UK**

*Siyang Zhou, DPhil in Education*

**Biocompatible electrospun fibre scaffold enhancing cell attachment, viability, and directional growth**

*Carla Fuentes Lopez, MSc in Nanotechnology for Medicine and Health Care*

**Parenting for Lifelong Health: The existing evidence and next steps**

*Mackenzie Martin, MSc in Evidence-Based Social Intervention and Policy Evaluation*

**Development of a computational tool for the analysis of bisulfite-free DNA sequencing data**

*Gergana Velikova, DPhil in Clinical Medicine*

**Pottery and Pitfalls: The study of Greek vases in relation to archaic Greek warfare**

*Elliot Elstob, MPhil in Greek and/or Roman History*

**Buttons, Buckles, and Blanks: An archaeological analysis of the assemblages at Fort Erie**

*Owen Harvey, MPhil in Archaeology*

**Transnational intellectual history – de-nationalising the history of ideas**

*Neil Suchak, MSt in History (US History)*

**Experience Teaches? How can 'double stimulation' help solve the 'wicked problem' of (researching) learning to teach from experience?**

*Tessa Blair, DPhil in Education*

**If 'echo-chambers' are the Hogwarts houses, then 'filter-bubbles' are the sorting hat**

*Silas Elliott, MSc Social Science of the Internet*

**Is digital paternalism ethically justified?**

*Ekin Genc, MSc Social Science of the Internet*

**Blood Ivory: allocating mtDNA from illegal ivory to geographic poaching centres**

*Mar Crego Walters, MSc in Archaeological Science*



# TRANSFORMING FUTURES

## The power to change lives

István Huszár uses cutting edge digital technologies to gain insights into motor neuron disease with the support of the Chadwyck-Healey Charitable Trust and the Clarendon Fund.

When I completed my medical training in 2016, I applied for a DPhil position at the Centre for Doctoral Training in Biomedical Imaging at the University of Oxford. With a long-standing interest in physics, mathematics, chemistry, and computer programming, my aspiration was to become a bridge between disciplines. I want to grow into a translational scientist working at the interface of science and medicine.

For the past two years, I have been working on my DPhil project at the Wellcome Centre for Integrative Neuroimaging (WIN) under the supervision of Professors Karla Miller, Mark Jenkinson and Peter Jezzard. In collaboration with consultant neurologist Professor Martin Turner and consultant neuropathologist Dr Olaf Ansorge and the Oxford Brain Bank, we have been investigating human motor neuron disease (MND).

### A novel way to investigate brain changes

MND is a rapidly progressive form of neurodegeneration that gradually inhibits all voluntary muscle function. It currently has

no cure, and usually becomes lethal within two to four years of diagnosis. Our aim is to use magnetic resonance imaging (MRI) to understand how the disease evolves in the nervous system in its early stages. This would not only be an important milestone in the understanding of the biology of MND but would also allow patients to be enrolled in clinical studies at an earlier stage, when the chance of therapeutic success is significantly higher.

We are extremely grateful to the patients who generously donated their brains for research after their death. With their contribution we have built a unique dataset of post-mortem MRI scans matched with the relevant autopsy information. Professor Mark Jenkinson and I created a novel software framework that we have used to teach the computer to recognise subtle changes in brain scans that might indicate an underlying early-stage MND. The signs we are looking for would not be noticeable during routine radiological assessment, so we are pushing the limits of clinical brain imaging. The novelty of our scientific method

has attracted considerable interest among fellow researchers, who may be able to reuse our software for other aspects of translational medical research, so we are now working to make it publicly available.

### Spreading the word

As well as attending student conferences across the UK, I used additional support from the Kellogg Travel Grant to present our work to the wider scientific community at various international conferences, as well as specialist audiences such as the Neuroimaging Society in Amyotrophic Lateral Sclerosis. In late 2018, my presentation received the 'Best Short Presentation' prize at the Annual Meeting of the British Chapter of the ISMRM.

With the continued support of my funders, supervisors, colleagues and peers, I will be working diligently through my final year as a DPhil student not just to realise the goals that we set, but also to find new opportunities to investigate how the human brain works and support those living with a neurological disease.

**I owe a great deal of gratitude to my generous funders, the Chadwyck-Healey Charitable Trust and the Clarendon Fund, for supporting my ambition. As a scholar of Kellogg College, my day-to-day life in the stimulating atmosphere of Oxford has not only been an exciting journey into academia, but also an inspirational experience that has truly broadened my perspective.**





# SNAPPED



Alumni Weekend 2019



Prof Malcolm Airs, Prof Barry Bullen, Rebecca Baxter, Ruskin Lecture 2020



Professor Marie Lindquist giving the Anne McLaren Lecture 2019



Former pro rugby player Kearnan Myall, Sports Lecture 2020



Gaudy 2019



30th Anniversary cake



Gaudy 2019



In conversation with alumna Joy Richardson, 2019



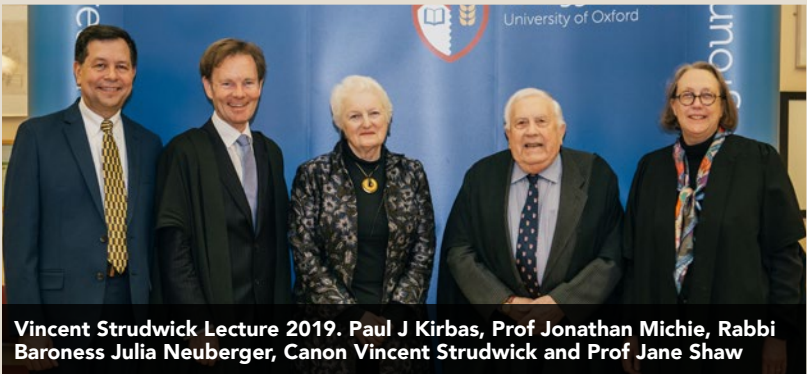
Foundation Dinner 2020



Debbie Wiseman OBE, International Women's Day Lecture 2020



Bletchley Park Week 2020



Vincent Strudwick Lecture 2019. Paul J Kirbas, Prof Jonathan Michie, Rabbi Baroness Julia Neuberger, Canon Vincent Strudwick and Prof Jane Shaw



Kenneth Lonergan, Artist in Residence 2020



# The many LEVELS OF discrimination



Thirty years since the term ‘intersectionality’ was coined and 10 years after the passing of the Equality Act, Dr Shreya Atrey, Kellogg Fellow and Associate Professor in International Human Rights Law, suggests discrimination isn’t as straightforward as we portray it.

The Supreme Court of the United Kingdom was established on 1 October 2009. The first case it heard was fortuitously, a discrimination case. The Court was grappling with the vexed question of what exactly was the ground of discrimination: was it religion or was it race? Only one of the two (race) was a prohibited ground of discrimination, so the question mattered in answering whether there was actually discrimination in that case.

To highlight the significance of this inquiry, Lord Phillips proposed a hypothetical: ‘A fat black man goes into a shop to make a purchase. The shopkeeper says “I do not serve people like you.” To appraise his conduct it is necessary to know what was the fact that determined his refusal. Was it the fact that the man was fat or the fact that he was black? In the former case the ground of his refusal was not racial; in the latter it was.’ Once again, like religion, weight was

not a prohibited ground of discrimination, so discrimination in the hypothetical could only have come about had the shopkeeper refused the service because of race.

In this framing, discrimination is something that occurs on one ground at a time. That ‘but for’ an alleged ground, discrimination would not have occurred. Lord Phillips did not consider whether both weight and race could have featured in the shopkeeper’s reasoning. Perhaps the shopkeeper would have readily served a lanky black man or a slender black woman, or he would even have served corpulent white men and women, but he simply wouldn’t have served ‘a fat black man’.

## One discrimination at a time

The range of possibilities for Lord Phillips was limited by the fact that weight (in any form) was simply not a ground of discrimination, so it did not matter whether it played a role in the

discriminator’s reasoning. But something more fundamental was at play in his reasoning. That even if weight was implicated, such as in the case of a fat black man which Lord Phillips himself invoked and perhaps not without reason, it didn’t matter. ‘Discrimination’ as we know it could only be based on one ground at a time: that it was normatively limited to a single ground in order to be discrimination.

This normative assumption seems to be deep-seated in our imagination. In 1989, Kimberlé Crenshaw challenged this assumption, positing a case for ‘intersectionality’ – the idea that inequality or discrimination for groups like black women was neither a result of racism nor sexism exclusively, but both of them simultaneously. Thus, discrimination was not simply a one-dimensional phenomenon. It was frequently multi-dimensional and needed to be appreciated as such in order to address



Kimberlé Crenshaw, Professor of Law at Columbia Law School and the University of California

some of the most entrenched forms of inequality which were constituted by several systems of disadvantage at once, for example racism, sexism, ableism, classism, ageism, homophobia, transphobia etc.

Thirty years have passed since Crenshaw coined the term. The assumption that discrimination is after all one-dimensional operates unchecked, while intersectional discrimination, i.e. discrimination based on the interaction of multiple grounds, continues unabated. Pay inequality is a glaring example. Samira Ahmed’s claim against the BBC that she was paid significantly less than her white male counterpart is but an example of intersectional discrimination where Ahmed’s race and gender both play a role in being paid not just less than white men, but perhaps also men of colour and white women. The admonition of Naga Munchetty by the BBC, for comments made in her capacity as a

commentator and as a woman of colour, is equally a case of intersectional discrimination, where voices of women of colour are sidelined and reprimanded when they speak from that position.

## Clear real world evidence

The Grenfell tower tragedy and the refugee crisis are, equally, quintessential intersectional problems, best understood in terms of the systematic disadvantage which befalls on populations and groups which are not defined by one single disadvantaging characteristic alone but several at once. The profiles of Grenfell victims show this plainly. They were overwhelmingly poor, black, Muslims, first generation immigrants and refugees; many of them all of it at the same time. Amongst the 72 who died, 18 were children, including one stillborn. Seven were people with disabilities. The number of women outnumbered men.

People from 19 other nationalities lost their lives alongside seven white Britons and over 20 non-white Britons. Twenty-one were from Africa and 15 from the Middle East and Asia.

Similarly, the refugee crisis has had an impact on all displaced persons but, additionally, devastating consequences for women and children, old people and people with disabilities. The situation of LGBTQIA+ refugees is known to be worse than others, in terms of access to services, equality of treatment, and the possibility of re-establishing their lives. The stories of modern-day slavery also reveal intersectionality in that the majority of victims of modern slavery in the UK are poor immigrant women of colour. Patterns of poverty, immigration, sexism and racism often push these women into cycles of slavery, servitude, forced or compulsory labour and trafficking: all at the heart of the UK Modern Slavery Act 2015.





Photograph: Grenfell Silent Walk, Steve Eason

Yet these intersectional issues are seen as anything but intersectional in how they come about. They are not seen as the result of multiple patterns of disadvantages at the same time, making it difficult to untangle one cause from the other. Instead, the normative assumption of treating disadvantage as one-dimensional is so entrenched that despite what are clearly and conclusively cases of intersectional discrimination, our understanding of inequality remains no more sophisticated than it was before Crenshaw coined the term intersectionality 30 years ago.

### A foot in the door that failed

It is also no more sophisticated than the understanding of Lord Phillips, who was writing before the advent of the Equality Act 2010. It was 10 years ago that the Equality Act 2010 was passed. At the time, the Equality Act 2010 was a state-of-the-art

legislation. It had provisions and promises which were unparalleled in equality and non-discrimination legislations around the world. Section 14 specifically recognised the possibility of transcending the assumption of one-dimensional discrimination by acknowledging that discrimination could be based on 'a combination of two relevant protected characteristics'.

Although ultimately limited to two grounds only, it was a foot in the door for addressing intersectionality. Similarly, an almost revolutionary Section 1 was meant to direct public authorities to reduce 'the inequalities of outcome which result from socio-economic disadvantage'. Class was finally going to have some relevance in the equality law of the country. Alas, none of these provisions were ever brought into effect. The possibility of addressing discrimination in any nuanced way in the UK remains hypothetical: the stultifying

presence of the Equality Act's text shows that we get that inequality is intersectional and that socio-economic disadvantage matters, but we care too little to do anything about it.

Thirty years of intersectionality and ten years of the Equality Act are thus anniversaries of deep insouciance on the part of the government and public authorities. Not enforcing and implementing provisions which reveal the complex ways in which people are disadvantaged is no longer simply about not understanding how intersectional disadvantage works. It is almost as if we are avoiding what we already know, that discrimination isn't as straightforward and sanitised as we portray it, in law or otherwise. The prolific literature on intersectionality in sociology, anthropology, political science, economics etc has established this resoundingly. It is high time that real world law and politics stops resisting it too.

# KELLOGG CONVERSATIONS

To celebrate 30 years since its foundation, Kellogg College is delighted to welcome a line-up of prominent creative thinkers and influencers in a series of 'in conversation' events, where they will share their passions, and professional and personal experiences, in wide-ranging fields.

### John Carey

*in conversation with  
Peter Kemp*

Emeritus Professor of English Literature, John Carey is known for his anti-elitist views on high culture, as expounded in several books. He has twice chaired the Booker Prize committee, and chaired the judging panel for the first Man Booker International Prize in 2005.

### Sir Ian Blair

*in conversation with  
Danny Finkelstein*

The former Commissioner of the Metropolitan Police joined the force in 1974. His career included some of the most high profile operations of his generation, and rapid changes in institutional systems and policing policy. He is now a writer and consultant on strategic policing, leadership and security.

### Penelope Lively

*in conversation with  
Peter Kemp*

A Booker Prize winner, and author of many adult and children's books, Penelope Lively is a versatile and lauded exponent of different literary styles. Constant themes in her work are the interaction of past and present, and the impact of memory. Here she discusses her work 50 years after her first book was published.

### Sir Vince Cable

*in conversation with  
Professor Jonathan Michie*

Sir Vince was the Leader of the Liberal Democrats between 2017 and 2019. He has a varied background as an academic economist, an adviser to governments, and Chief Economist of Royal Dutch Shell in the commercial sector. His political journey has seen him contest elections for Labour and the Liberal Democrats.

### Geraldine Van Bueren QC

*in conversation with  
Professor Jonathan Michie*

Rethinking Class and Social Mobility will be the theme of this discussion with Professor of International Human Rights Law and Visiting Fellow at Kellogg College, Geraldine Van Bueren. She is one of the original drafters of the United Nations Convention on the Rights of the Child.

### Baroness Joan Bakewell

*in conversation with  
Professor Jonathan Michie*

Acclaimed broadcaster, author, campaigner, BAFTA Fellow, and President of Birkbeck College, Joan Bakewell, discusses the importance of continuing education with reference to the Centenary Commission on Adult Education where she and Professor Michie have both been driving forces.

Dates for these events will be announced on our website as they are confirmed.

## OTHER EVENTS

**11 – 13 September 2020**  
**Alumni Weekend**

**12 September 2020**  
**Gaudy Dinner**

Don't forget, we run many events each year from lectures to seminars, screenings and tours. To see our full calendar of current events and to book tickets, please visit the events section of our website.



# MEET THE TEAM

## DEVELOPMENT AND ALUMNI RELATIONS TEAM



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Director of Development  
and Alumni Relations



**Sophie Chantler**  
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## COMMUNICATIONS



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