

Floreat Domus



Professor Lucia Reisch, inaugural Professor of Behavioural Economics and Policy. Fellows' Admission Ceremony 2021

Keeping Up

Multiple zoom calls and in-person visits have been maintained over the summer... the Development Director made visits to:

Jersey: Alex Ohlsson (1988), Percy Hayball (2003), Jon le Rossignol (2001), Chris & Caroline Ambler (1988 & 1991).

North Yorkshire & Cumbria: Simon Hartley (1988), John Spencer (1967), Stephen & Carol Davidson (parents/donors), Richard Lowe (1976), Ian Dyer (1967), Clive Robinson (1962), Peter Wilde (1986), Gilbert Clarke (1949), Myles Ripley (1975), Sir Martin Holdgate (1949), Adrian Clarke (1990), Revd Graham Carter (1962), Helen Reynolds (1993), John Latimer (1965)

Dorset: Sir David Latham (1960), Colin Stockford (1949), Giles Watts (1980), John Moorby (1959), David Horsfall (1957), Brian Turland (1969), Daniel Jones (1991), Norman Kilpatrick (1950), Mike Quinlan (1971)

Somerset: Paul Argent (1963), Michael Marsh (1983), Robert Wardle (1990), Hugh Champion (1974)

Durham: Liz Hills (mother of the late Chris Hills, 1999)

Bedfordshire: Roger Gwynne-Jones (1956)

Buckinghamshire: Andrew Gibson (1975)

Surrey: Stefano Quadrio-Curzio (1984) & Julie Edwards (1986), Pat Richbell (1950), Colin Lewis (1968), Simon Prichard (1983), Ted Pater (1960), David & Kirsten Hughes-Hallett

Suffolk: Paul Smith (1969)



John Spencer & Simon Hartley

Priya Bhandari (1999) visited College recently and wrote:

“ I can’t thank you enough for the most wonderful tour of Queens’ today - it was simply magical. We will treasure the memories for years to come! We felt incredibly privileged to see such special & historic parts of the College, particularly the Old Library and the OSCR. We really appreciate you taking the time to show us around and explain the history and significance of what we saw. Please convey our heartfelt thanks to Tim Harling as well.”



Pat Richbell

The Shvidler Fellow in Natural Sciences

Queens’ is delighted to welcome Dr Sarah Williams, an expert in Dark Matter, as the inaugural *Shvidler Fellow in Natural Sciences*, who joined us for the start of the Michaelmas Term.

Philanthropy was the only way we were able to endow this full College Fellowship – donations are the only lever we have to pull at the moment in trying to move Queens’ forward. We are very grateful to Mr Eugene Shvidler whose munificent benefaction will help improve the supervision offering and the direction of studies across all Natural Sciences. Mr Shvidler was admitted as a Fellow Benefactor of Queens’ in October.

The Shvidler Fellowship allows the flexibility for the appointed Fellow to be free to focus on Queens’ students and their own research without having to share teaching time with the University. Sarah will co-ordinate the direction of Natural Sciences, both Biological and Physical, for Part I of the Natural Sciences tripos. This is an exciting time for Sarah to join the College in this vital role as Natural Sciences constitutes one of the largest subjects at Queens’ with around 26 students admitted in a typical year.

Dr Sarah Williams

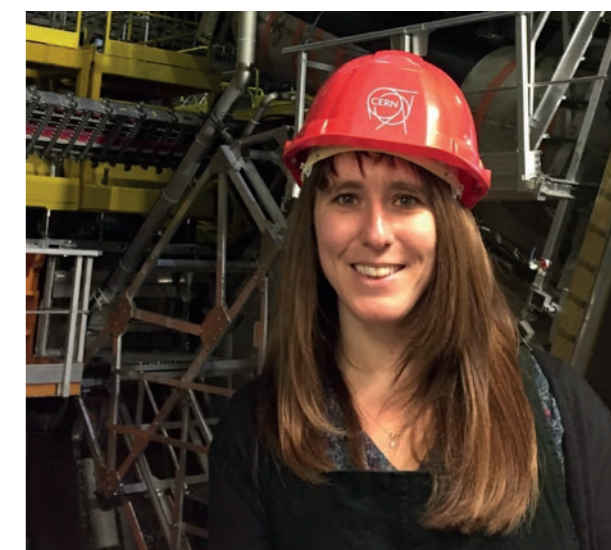
MSci in Experimental and Theoretical Physics (University of Cambridge, 2010)

PhD in Experimental Particle Physics (University of Cambridge, 2014)

College Lecturer and Fellow at Murray Edwards College, Cambridge since 2016

As a member of the ATLAS collaboration at CERN, Sarah’s research uses high energy collisions produced by the Large Hadron Collider at CERN to investigate the fundamental building blocks of the universe. Her recent work has focused on searches for new particles that could explain the make-up of dark matter.

Sarah is also passionate about outreach and is a keen supporter of numerous initiatives to widen participation in the sciences.



Fellows’ Admission Ceremony, October 2021

The Streetly Fund in Natural Sciences

We are delighted to announce that *The Streetly Fund in Natural Sciences* has recently been endowed at £200,000 to support the academic activities of undergraduate and postgraduate Natural Sciences students at Queens’ for generations to come. Grants from the Fund shall be made on the recommendation of the Director(s) of Studies in Natural Sciences and will provide £6,000 per year for

research projects, academic-related travel, books and equipment, attendance at conferences, lectures and academic society events, and other academic support. We would like to give thanks to all of the alumni and friends who contributed to this Fund, enabling current and future students to get the most out of their experience at Queens’.

Looking Towards Accessibility

Philanthropy from our alumni and friends makes a vital contribution to making a Queens' education truly accessible to all students.

Recent support has helped the College to address some of the challenges faced by students with defined mental and physical health needs thanks to gifts for:

- A hearing loop in Chapel (**Simon Rogers, 1975**)
- Dramatically improved disabled access for two student rooms (**Stephen Farrant, 1956**)
- The provision of ramps to access the Woodville Room, making this shared social space much easier to enjoy for all members of the MCR (**Gifford Combs, 1983**)
- The creation of **The Mairi Hurrell Fund**. Initially established in 2020 to support students with their mental and physical health needs, this is now a permanent College fund that will remain open for further gifts

Queens' benefits from the expertise of one of the leading welfare teams in Cambridge. They work in partnership with University's Disability Resource Centre (DRC). The College is fortunate to count **John Harding**, the Head of the DRC, as a Fellow Commoner and regularly benefits from his advice.

“There is a commitment to inclusivity at Queens', which is made easier to meet when we can identify a student's needs beforehand. An example is Queens' subscription to AccessAble, made possible thanks to the generous support of alumni.”

John Harding (Fellow Commoner)



John, and Tim Harling, the Head of Welfare, kindly shared their thoughts with us about the issues that face current and future generations of students.

What working at the DRC involves...

John: My role is Head of the DRC, but I also work closely with Queens' to identify what support the College and its disabled students need. I started in 2008 and, at that point, disabled students at the University represented under 4% of the population of pupils. Now they represent around 20%, including 144 disabled students currently studying at Queens'.

I receive a notification when students apply and if they have disclosed a disability and I will talk with the College, well in advance of the start of term, to highlight what support is needed. The earlier we can identify needs and design solutions, the easier it is to make a big difference to students' lives without having to radically change things.



“The next couple of years will be unusual. We need flexibility and this comes with having a fund that we can use immediately and report back to donors on as opposed to seeking funds to help address each issue as it arises.”

Tim Harling (Official Fellow & Head of Welfare)

The DRC and Queens': working successfully

John: Tim and I speak specifically about students and their individual needs. These might include visual or hearing impairments, or students who need a personal evacuation plan where physical access is a problem. We consider what accommodation is most suited to the student and how to help with their route to and from departments or around the College.

The relationship our Disability Advisers have with individual Colleges means that we know the people that we are talking to. I feel that I am a part of the Welfare Team at Queens! We work in conjunction with the College rather than separately.

Queens' recent progress...

Tim: The most significant thing Queens' is doing to improve accessibility is providing flexibility. *The Mairi Hurrell Fund*, which was established to support students with their physical and mental welfare at the start of the pandemic, has been so successful the Governing Body has decided to make it a permanent College Fund. Alongside *The Emergency Student Support Fund*, this gives us the ability to respond immediately to students' individual needs as they became clear.

John: There is a commitment to inclusivity at Queens', which is made easier to meet when we can identify a student's needs beforehand. An example is Queens' subscription to AccessAble, made possible thanks to the generous support of alumni. AccessAble provides access online guides, via an app or computer, to offer information mainly for students with physical mobility or sensory impairments. This is rolling out across the colleges and Queens' is one of the first of 16 to be taking part.

Why accessibility is so important...

Tim: Increasing access and reducing discriminatory problems that disabled students face is the right thing to do. As a College we want to have a community that is better, more successful and more creative, so making the education we provide more accessible is really important.

One positive thing we have seen is the reduction in stigma when candidates apply. Society and the education system have done a great job in increasing access and opportunities for disabled people. The challenge is providing the opportunities for them to benefit from a Cambridge education.

John: Everyone needs to know is that most reasonable adjustments are inexpensive. Accessibility is not an add-on but integral to life in the University and the more we work like that, the easier things are.

How perspectives have changed during the pandemic...

John: We need to concentrate on not losing the more positive aspects of the pandemic for accessibility, such as recorded online teaching and making accessible electronic documents more widely available.

2020 proved that things weren't impossible, and we cannot just return to normal. The move to online learning that happened within two weeks in March 2020 was amazing. We need to make sure we don't lose the benefits from this period.

Tim: A growing concern is the effects of long-term Covid. We simply don't know enough about it yet but there's a chance that it will be defined as a disability, which will place more pressure on the DRC and the Colleges. As with other interventions, we will try to help students and take on the burden. The big unknown is what this will look like and what it will cost.

What the future (might) hold...

Tim: The next couple of years will be unusual. We need flexibility and this comes with having a fund that we can use immediately and report back to donors on as opposed to seeking funds to help address each issue as it arises. Your generous support is essential, so we are incredibly grateful for the assistance provided by individuals and *The Mairi Hurrell Fund*, which allows us to respond to the changing environment on a case-by-case basis.

John: The important thing is reacting quickly, and preferably before the student has arrived. The one thing you can't afford is time. This means removing barriers as quickly as possible for the students is imperative.

What's next?

John: We continue to work across the University so that people have an improved understanding of what the DRC is for. Our focus is students accessing teaching and learning, so we direct people to the right place for support.

Tim: The next evolution we're considering at Queens' depends on having the resources to react in a bespoke way every time someone contacts us. Success over the next couple of years will be based on our ability to adapt. We cannot provide one solution for all students, but we must be able to move fast.

We are looking to rebrand in the next academic year so that we are not the Welfare Team but the Health and Wellbeing Team. Moving away from the word welfare helps remove stigma and promote a positive message.

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Tim Harling



The Health and Wellbeing Centre can be found at Cripps Court

Accessibility from a Student's Perspective



Hazel Lundberg (2014)

Studying for her PhD in Portuguese

Planning to become a commercial barrister, recently received the Chancellor's Scholarship for the Postgraduate Diploma in Law at BPP

Has worked closely with the DRC and the Queens' Welfare Team since her diagnosis in 2016 with agoraphobia and panic disorder, followed by a diagnosis in 2017 of PTSD

I have a wonderful tutor who has been really incredible – **Professor Lisa Hall**. Her patience and perceptiveness have been vital to my recovery, particularly in the early days of my illness. Lisa introduced me to the College nurse for initial advice, who then directed me to the Welfare Team. Amazingly, Queens' paid for me to have CBT (cognitive behavioural therapy) local to where I was living in London. Struggling with agoraphobia, there was no way I could travel to and from Cambridge.

Meeting the Welfare Team...

The first time I contacted the Welfare Team at Queens' was in 2016, not when my symptoms began to emerge but when they began to seriously hinder me from studying and from leaving the house. I am an example of how ignoring your mental health and wellbeing for the sake of your studies can be seriously damaging. I really began to struggle with the stress which, although I didn't realise it, was triggering the trauma at the root of my PTSD.

Eventually, I decided to intermit from my studies for a year so that I could concentrate on my health. When I returned to Cambridge, I was put in contact with the DRC. Lisa also continued to support me, interrupting her lab work to help me at a crucial point in my relapse in 2019.

Working with the DRC...

In my experience, Queens' welfare services far outstrip those of other colleges. Without the support I received I would not be finishing my PhD, never mind going on to study law.

I was directed to the DRC after returning from my intermission. Their range of services have been vital to my success, such as skills and mentoring sessions. I meet with a mentor once a week and we talk about how to manage my energy and emotions, maximise my concentration and organise my work flexibly around my health. In skills sessions I have learned, amongst other things, how to prioritise — a particular challenge because of the perfectionist tendencies associated with my conditions.

A recent benefit has been the scanning of library books for disabled students: the fact that I haven't had to negotiate public spaces to access the right materials has made it a hundred times easier to manage my energy and emotions. This initiative came about partly because of the pandemic and I would like very much to see it continue.



The impact of the pandemic...

For agoraphobics, the pandemic has had quite a few advantages. It is almost as if the whole world is now agoraphobic as well. I have been able to join talks, Q&As and networking sessions online, which would have been impossible for me before the pandemic. I can also join my trauma support group from my laptop.

As the world gradually opens back up, I've been able to progressively accustom myself to going into public and have seen huge improvements in my ability to have a normal life. This has led to huge improvements in my health. For me, being able to "take part" has been integral to my healing. Just one reason why accessibility is such a huge and important issue.

How the University and Colleges could support students better...

I would also have liked to be put into contact with the DRC earlier. Staff did an excellent job at handling the issue at the College level, but I think they work best in collaboration with the DRC.

What's next for you?

Thanks to the support I've received I can finish my PhD and move onto the next thing. Just this week I have received the Chancellor's Scholarship for Law with BPP. I am very excited to move on to a career at the Bar. Having that dream to work towards has really helped me overcome my PTSD.



Professor Mauro Guillén, the new Dean of The Judge Business School, and a Professorial Fellow of Queens'