



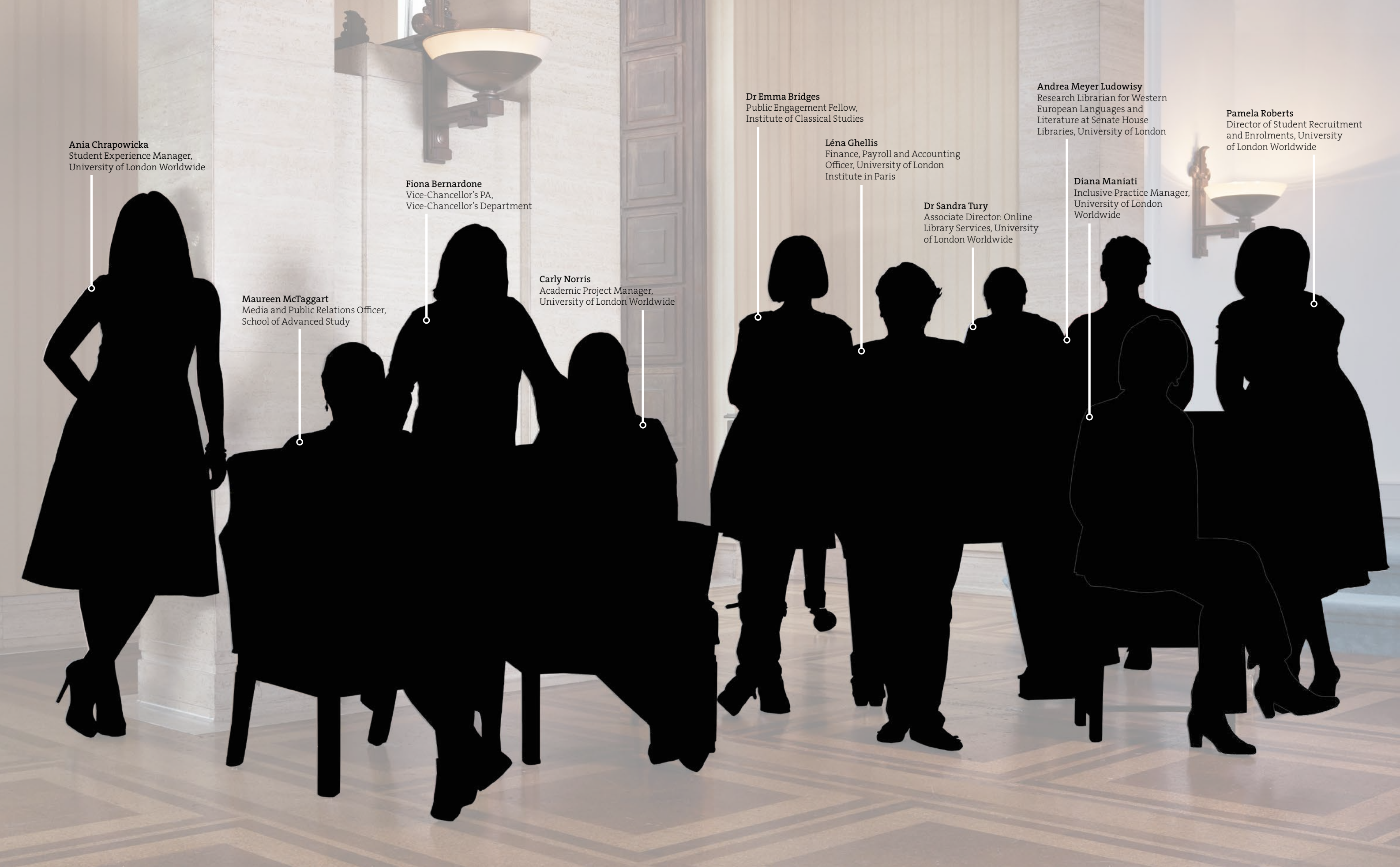
UNIVERSITY  
OF LONDON



# wcie

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“”

*My vision for the future is one in which women all over the world play an integral role in public life, and are recognised and rewarded for their contribution, and, in fact, work as equals alongside men to enrich our global workplaces.*

*Dr Mary Stiasny OBE  
Pro-Vice Chancellor (International) and Chief Executive,  
University of London Worldwide*







**Leading  
Women**  
1868–2018

## Welcome

It gives me great pleasure to introduce the third edition of our University of London alumni magazine, *WC1E*.

This issue very much reflects the spirit of the University of London's 'Leading Women' campaign which runs throughout 2018 and celebrates exceptional, inspirational women associated with the University of London.

As the first female Pro Vice-Chancellor of the University of London (International), my vision for the future is one in which women all over the world play an integral role in public life, and are recognised and rewarded for their contribution, and, in fact, work as equals alongside men to enrich our global workplaces. I hope that the 'Leading Women' campaign will draw people together to help make this vision a reality.

As well as reporting on two extraordinary women, Professor Susan Dev OBE and Dr Rabia Bhuiyan – who were conferred with honorary degrees at this year's London Graduation Ceremony – in this edition, award winning coach and author Jenny Garrett shares her thoughts on how women can make themselves heard in the boardroom; journalist and broadcaster Harriet Minter writes about forcing yourself out of your comfort zone; Dr Maria Castrillo highlights the current 'Rights for Women' exhibition

at Senate House Library; and our '5 minutes with...' slot features UCL's influential, prize winning Professor of Socio-Legal Studies, Dame Hazel Genn.

We also talk to graduates Anastasia Mandeki and Jasmine Van Hoeylandt about where their University of London degree has taken them and, on the 20th anniversary of receiving her PhD, Sarah Churchwell reveals some of the fascinating academic paths down which it has led her.

Dr Miranda Kaufmann provides some intriguing insights into the lives of some of the pioneering African women who lived and worked in 16th- and early 17th-century England, Dr Philip Carter remembers the nine trailblazing women who, in May 1869, became the first female candidates to sit University of London exams, while our cover story brings things right up to the present with profiles of 10 remarkable women colleagues working at the University of London today.

I hope you enjoy this edition of the magazine – do please get in touch and let us know your thoughts – and we look forward to meeting some of you personally at one of our alumni events.

### **Dr Mary Stiasny OBE**

Pro Vice-Chancellor (International) and  
Chief Executive, University of London Worldwide



# Contents



## REGULARS

- 10 NEWS**
- 13 YOUR VOICE**
- 14 5 MINUTES WITH...**  
Dame Hazel Genn
- 24 ALUMNI OF TOMORROW**  
Anastasia Mandeki talks about her passion for philosophy
- 40 ALUMNI INTERVIEW**  
Jasmine Van Hoeylandt talks about what it means to be a global citizen
- 45 IN HISTORY**  
The untold story of a London pioneer of progress
- 48 GRADUATION FOCUS**  
Celebrating our Honorary graduates

- 54 ALUMNI SPOTLIGHT**  
Heather Richards links gender inequality and infectious diseases
- 62 EVENTS**  
#UOLWorldClass pictures from around the world
- 64 PARTING SHOT**

## FEATURES

- 16 OH PIONEERS!**  
Remembering the London Nine
- 20 WOMEN'S SEAT AT THE TABLE**  
Are women owning their space and taking their seat at the table?
- 26 FROM NINE TO TEN**  
Celebrating 10 remarkable women working at the University of London

- 38 SUCCESS FROM FAILURE**  
Building success from past failures
- 46 TUDOR WOMEN**  
African women in 16th- and early 17th-century England
- 52 A VOYAGE OF THE MIND**  
Deconstructing mythologised icons and women
- 56 BUILDING A BETTER FUTURE FOR GIRLS**  
Why getting the best start in life is vital

## EXTRAS

- 22 IMAGENATION6**
- 60 ALUMNI BURSARY**
- 61 KEEP IN TOUCH**

## CONTRIBUTORS

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# Editorial

**THE WOMEN BEHIND WC1E**  
The University of London is celebrating a historic landmark for women and education throughout 2018 and for this issue of WC1E we wanted to do something special and celebrate as many of 'our women' here at the University as we could. These women include the student, the graduate, the academic; the women who work tirelessly away in the background that you may never know about or ever see. We wanted to say thank you to them all.

We also wanted to use this issue to focus a positive spotlight on a wide range of different subjects and talking points, or what could be described as the important points that affect women on a daily basis.

It is even more fitting that the editorial team members (Antonia Bailey, Art Director and Rhiann Irvine, Graphic Designer) behind this magazine are all #LeadingWomen.

We hope you enjoy this 'Leading Women's' issue of WC1E.

LISA PIERRE, EDITOR



From Left to right: Antonia Bailey, Art Director; Lisa Pierre, Editor; Rhiann Irvine, Graphic Designer



# NEWS



## A WORLDWIDE CONVERSATION ON WOMEN'S HIGHER EDUCATION AND EQUALITY IN THE WORKPLACE

IN celebration of 150 years of educating women, both in the UK and worldwide, the University of London is starting a month of 'conversations' around the world on the subject of women, higher education and equality in the workplace.

The global conversation launched in London on 19 September, where the second annual University of London 1858 Charter lecture was delivered by Shauna Olney, Chief of the Gender, Equality and Diversity Branch of the

International Labour Organization (ILO), a specialised agency of the United Nations.

This event began a series of 'conversations', hosted by the University's teaching institutions around the world, including in Albania, Bangladesh, the Czech Republic, India and Pakistan. Taking place between 20 September and 26 November, the events will focus on in-country issues surrounding gender equality in higher education and the workplace.

Find out more: [bit.ly/UoLConversation](http://bit.ly/UoLConversation)



## 'LECTURER OF THE YEAR' AWARD AND PROFESSORSHIP FOR ALAN PARKINSON

ALAN Parkinson, one of the UCL team providing academic direction for the MSc in Professional Accountancy programme, was crowned 'Lecturer of the Year' at the 2018 PQ Magazine Awards held at London's Café de Paris earlier this year. Alan's ability to bring fun into the classroom was strongly noted by the panel of practitioners and educators. On receiving the award, Alan praised his accounting module colleagues Lysie Chew, Barry McCarthy and Danusia Wysocki, as well as his students.

The PQ Magazine Awards are the leading celebration of accountancy education. The magazine is read by more than 40,000 accountancy graduates and those studying for professional accountancy qualifications. We're also delighted to note that Alan has recently been made a Professorial Teaching Fellow at UCL. Our heartfelt congratulations to Professor Parkinson on this wonderful news.



## NEW MASTER'S IN SUPPLY CHAIN MANAGEMENT AND GLOBAL LOGISTICS

A new Master's in Supply Chain Management and Global Logistics is launching in April 2019. Academic direction is from City, University of London ([city.ac.uk](http://city.ac.uk))

Designed for those already working in the sector, this degree will help keep you up to date with key trends including the impact of predictive and data driven analytics; the use of advanced technologies such as the Internet of Things, block chain, additive manufacturing and artificial intelligence.

You will gain the skills to:

- help your business expand internationally
- improve cash management across the supply chain – City is currently the only UK university with academics that specialise in this area
- innovate using the latest developments in supply chain management technologies
- improve the supply chain, aligning it with your organisation's business strategy.

**Applications opening 7 January 2019.**

University of London alumni are eligible for a 10 per cent discount on the course fees. You may study for a postgraduate certificate or diploma as well as a full MSc.

Find out more at:  
[london.ac.uk/supply-chain](http://london.ac.uk/supply-chain)

## QS WORLD UNIVERSITY RANKINGS

MEMBER institutions performed exceptionally well in the QS World University Rankings by Subject 2018 published in February, featuring in the top 10 of half of the individual subject tables. This is QS's most comprehensive rankings to date, with over 4,500 universities in 75 countries evaluated for inclusion. The rankings highlight the world's top-performing universities in each academic area, ranging from Accounting and Finance to Veterinary Science. Research citations, along with the results of major global surveys of employers and academics, are used to compile the rankings.

LSE featured most frequently, appearing in the top 10 of no less than 13 subject tables including Accounting and Finance, Business and Management, Development Studies, Economics and Econometrics, and Politics and International Studies. UCL secured the top spot in the Education category for the fifth year running, plus a top 10 place in an additional nine subject tables.

Other member institutions that featured in the top 10 include Goldsmiths, King's College London, London Business School, Royal Academy of Music, Royal Veterinary College and SOAS.



## UNIVERSITY OF LONDON WEBSITE SHORTLISTED FOR PRESTIGIOUS AWARD

WE were delighted that the University of London's new website, launched in November 2017, was shortlisted in the 2018 Heist awards in the 'Best website' category. Bringing together two previously separate sites – the University of London and the University of London International Programmes (as we were then known) – the new site offers a consistent user journey, helping users to connect with the University of London from anywhere in the world. The site's main purpose is to attract and engage prospective students, specifically around course content.





# OUR FIRST FIVE FINALISTS FOR THE BRITISH COUNCIL ALUMNI AWARDS

FOR the first time, graduates who completed their studies via distance learning were allowed to enter the British Council Alumni Awards this year. The Awards recognise and honour alumni from around the world who have used their UK education to make a difference in their professions, communities and countries.

In our first year, five finalists from the University of London were recognised by the awards. Our first two finalists were our Leading Women in Pakistan: Zunehra Taj Chaudhry in the Social Impact category

and Sundas Khan in the Professional Achievement category. They were followed in South and East Asia by Chalinda Abeykoon from Sri Lanka and Chi Wai Yung from Hong Kong, both finalists in the Entrepreneurial category, and Melvin Sanicas from Singapore, a finalist in the Professional Achievement category.

We are so proud of our first five for sharing their amazing achievements and success stories and for the impact they are making all over the world.



## NEW INTERIM VICE-CHANCELLOR APPOINTED

PROFESSOR Peter Kopelman has been appointed interim Vice-Chancellor of the University of London. He will take up the post following Professor Sir Adrian Smith's departure in August to lead the Turing Institute. As the former Principal of St George's, University of London, Professor Kopelman has been a loyal supporter of the University for many years, participating in Collegiate Council and chairing numerous committees and reviews.

Professor Kopelman was also a University Trustee (2011–2013) and received an honorary degree from the University in 2016. On hearing the announcement, Professor Sir Adrian Smith said: 'I am very pleased that someone of Peter's stature and reputation will be the interim Vice-Chancellor. His immense knowledge of higher education and his long association with the University and its member institutions make him ideally placed to lead the University until a permanent Vice-Chancellor can take up the role.'

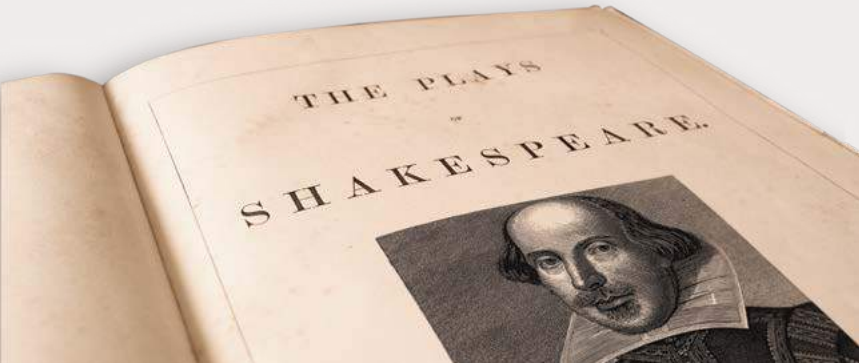


## WHO WROTE SHAKESPEARE?

WILLIAM Shakespeare is widely celebrated as one of the most popular writers in English history. In 2016, festivals and events marked the 400th anniversary of the Bard's death. But did William Shakespeare actually write the plays that were attributed to him? As the authorship question gathers momentum among scholars and general interest groups, you can explore the topic for yourself through the Introduction to Who Wrote Shakespeare MOOC on the Coursera platform. This four-week online

course is presented by Dr Ros Barber, Lecturer in the Department of English and Comparative Literature at Goldsmiths, University of London. The course explores both sides of the argument, including the evidence of identity, local evidence from Shakespeare's home town, and how the critically important First Folio of 1623 contributes to the debate.

Read more on this story in our online magazine, London Connection: [bit.ly/WhoWroteShakespeare](http://bit.ly/WhoWroteShakespeare)



## Highlights of what our students and alumni are saying about us on social media:

“ A very big 'thank you' to you and all the team at UoL for a fabulous evening last Friday at the Tower of London. It is always a wonderful opportunity to meet staff and alumni. **Rosemary Osborne-Burns** ”

“ My @LondonU study materials have arrived! #UoLWorldClass **Alice Teh @AliceTeh** ”

“ It wasn't easy combining study with work and family. I'm glad I took the decision to do something I had always wanted to do! My master's Graduation Ceremony was worth all the hard work. #UOLGrad2018 #UOLWorldClass #LeadingWoman **Bukola @ola\_bukkie** ”

“ I have officially joined the #UOLWorldClass! So excited to start my MSc Global Health Policy with @LondonU **Oachim Unger @xaqu1n** ”

“ Thank you! Thank you for enabling me to achieve all this and more. Much love and more power to all the women out there! #LeadingWoman #UOLWorldClass **Sundas Khan** ”

“ It's never too late to join a classroom and work hard to do something you have wanted to do! #UOLGrad2018 #UOLWorldClass #IamCheveningAndProud #LeadingWoman **Diana Rhayem @DianaWRhayem** ”

Share you memories and moments with us on social media. Use #UOLWorldClass at:  
f facebook.com/londonualumni  
t twitter.com/londonu  
i instagram.com/\_londonu  
Alternatively email [lisa.pierre@london.ac.uk](mailto:lisa.pierre@london.ac.uk) if you want to share your view.



# 5 MINUTES WITH: DAME HAZEL GENN



**Dame Hazel Genn** is Professor of Socio-Legal Studies in the Faculty of Laws at UCL. She was Dean of the Faculty 2008-2017 and is currently Director of the UCL Centre for Access to Justice and Co-director of the UCL Judicial Institute. Dame Hazel is a leading authority on access to civil and administrative justice. Her prize-winning scholarship focuses on the experiences of ordinary people caught up in legal problems and the responsiveness of the justice system to the needs of citizens.

Her work has had a major influence on policy-makers around the world and she is regularly invited to lecture and provide advice abroad. In recognition of her contribution to the justice system, Dame Hazel was awarded a CBE in the Queen's Birthday Honours List in 2000 and appointed DBE in the Queen's Birthday Honours List in 2006. In 2006 she was also appointed Queen's Counsel Honoris Causa and in 2008 she was elected Honorary Master of the Bench of Gray's Inn.

## What was the last country you visited?

Australia. I went to Melbourne to give the 2017 Sir Zelman Cowan Oration and to have some meetings about access to justice and online courts. It was a relatively brief but lovely visit. I am a great fan of Australia and take any opportunity to visit.

## What is the best and worst thing about travel?

The best thing about travel is the excitement of going to a different culture, experiencing new sights, eating different foods, and seeing wonderfully different architecture and landscapes. It is fun to observe similarities and differences in relation to social and professional life in other cultures. I think that travel broadens you as a person, gives you a different perspective and improves your understanding of social, legal and economic conditions.

The worst thing about travel is shuffling around queues in airports, the discomfort of air travel and jetlag.

## Describe yourself in 10 words?

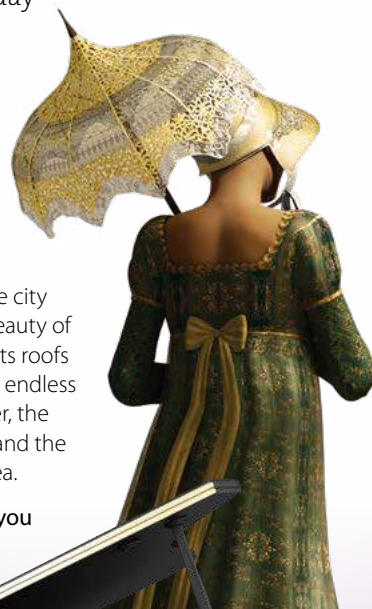
Hard-working, conscientious, responsible, friendly, family-orientated, sociable, practical, energetic, musical, articulate.

## What is your favourite city and why?

Other than London, Sydney is my favourite city in the world. I love the harbour and the beauty of the opera house with the sun shining on its roofs or at night lit up on the harbour. I love the endless coastline, the seaside suburbs, the weather, the vegetation and birds. I just adore Sydney and the relationship between the town and the sea.

## What three things would you take with you on a desert island?

A photograph album of my family, piano and piano music.



## Name three guests past or present you would like to have dinner with and why?

Jane Austen – because I love her novels and I would just be fascinated to know more about the reality of her life and what she was actually like as a person.

Charles Dickens – such a brilliant author, performer and complex, rather tortured soul. I would be intrigued to talk to him.

Nelson Mandela – an exceptional man in every possible way. It would be extraordinary to be able to hear from him about his life, his philosophy, and how he withstood so many years of incarceration.

## Name one thing you want to do in the next year?

Go back to the South Island of New Zealand, which is another place I love. It has coastlines, countryside, mountains and fjords of exquisite beauty.

## What is your favourite book of all time?

Such a hard question. I have several favourites. I think that *Great Expectations* is a near perfect novel, but I also love *Bleak House*. *Pride and Prejudice* is wonderful and I can read it over and over again. A modern novel that I have read many times is *Ladder of Years* by Anne Tyler. I find it compelling reading.

## Name something or someone that always makes you smile?

My 16-month-old grandson Saul. He is completely hilarious especially when crashing toy cars, putting trains in his food or saying 'hiya'.

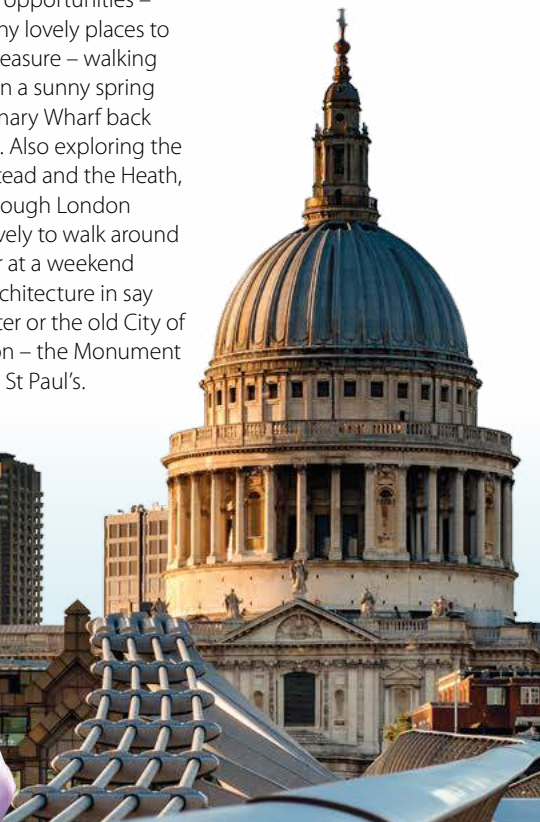
## What is your favourite restaurant?

My favourite cuisine is Levantine and I rather like the hustle and bustle of the Lebanese restaurants on the Edgware Road with varied dishes of delicious fresh food.

## Tell us one thing you love about London?

It is so vast and varied that you can never exhaust it. I was born in London and aside from a few years in Hull, Nottingham and Cambridge, have always lived here. It is impossible to get bored with London. There is so much to do, so many wonderful buildings to see, so many cultural opportunities – opera, film, concerts – and so many lovely places to wander. The river is a particular pleasure – walking along the Thames at Richmond on a sunny spring day, walking the Thames from Canary Wharf back into the City and Borough Market. Also exploring the encapsulated villages like Hampstead and the Heath, Highgate Village, Blackheath. Although London often seems very crowded it is lovely to walk around the centre early in the morning or at a weekend when it is quiet and look at the architecture in say

Westminster or the old City of London – the Monument and St Paul's.





# General Examination for Women 1869.

Meeting of Examiners, Saturday May 15 at 2 P.M.

	Division.	Latin.	Greek.	French.	German.	Italian.	Arithmetic & Algebra.	Geometry.	Geography.	English Language and Literature.	English History and Literature.	Natural Philosophy.	Chemistry.	Botany.
Belcher, M.A.		R										R		R
Lawrence, H.B.		R		R	R			R	R	R		R	R	
Moody, S.J.	H													
Orme, E.	H													
Spiller, R.	H													
Von Glehn, L.H.	H													
Watson, M.A.B.		R										R		
West, J. de L.	H													
Wood, S.	H													

## Oh Pioneers! Remembering the London Nine

BY DR PHILIP CARTER

At 2pm on Saturday 15 May 1869, the 17 examiners of the University of London gathered at Somerset House on the Strand. Their task that afternoon was an unusual one: to assess and grade the University's first 'General Examination for Women' which nine candidates had sat earlier that month.

The examiners (all men) awarded Honours to six of the nine women: Sarah Jane Moody, Eliza Orme, Louise Hume von Glehn, Kate Spiller, Isabella de Lancy West and Susannah Wood. The remaining three students – Mary Anne Belcher, Hendilah Lawrence and Mary Baker Watson – did not pass the examination, though Belcher re-sat successfully in the following year. Regardless of these results, all nine were pioneers in women's higher education.

In June 1868 the University of London's Senate had voted to admit women to sit the 'General Examination', so becoming the first British university to accept female candidates. 150 years on, the University of London is celebrating the admission of its first nine women students, and the many thousands who've since followed.

### Leading women

In January of this year the University launched its 'Leading Women' campaign at Senate House, London. The campaign, which runs during 2018 and beyond, will commemorate alumnae, celebrate contemporary female students, and champion the next generation including those young women who turn 18 in 2018.

Women's higher education in London dates from the late 1840s, with the foundation of Bedford College by the Unitarian benefactor, Elisabeth Jesser Reid. Bedford was initially a teaching institution independent of the University of London, which was itself an examining institution, established in 1836. Over the next three decades, London University examinations were available only to male students.

### A new kind of assessment

Demands for women to sit examinations (and receive degrees) increased in the 1860s. After initial resistance a compromise was reached. In August 1868 the University announced that female students aged 17 or over would be admitted to the University to sit a new kind of assessment: the 'General Examination for Women'.

Candidates were required to pass at least six papers across a range of subjects: Latin, English Language,

English History, Geography, Mathematics, Natural Philosophy, two from Greek, French, German and Italian, and either Chemistry or Botany. The University ruled that the General Examination would not be 'on the whole less difficult than the existing Matriculation Examination', and indeed the first nine students faced a testing ordeal. Questions ranged from 'extracting the square root of 384524.01', to an 'enumeration of the principal rivers in North America', to an essay on the character of Queen Elizabeth.

However, unlike their male peers, on passing the General Examination successful women didn't receive a degree but a 'Certificate of Proficiency'. It would be another decade before women were admitted to the University's degree programme, with London again the first British institution to offer this option to female students.

### A commitment to education

Of the nine women who sat the first General Examination, several went on to distinguished careers. Louise Hume von Glehn (1850-1936) became a campaigner for working women and a writer of popular histories – published under her married name, Louise Hume Creighton. Eliza Orme (1848-1937) took a law degree, enjoyed a successful legal career and was active in the suffrage and prison reform movements. Known for her pragmatism, she later championed 'sound-minded women who wear ordinary bonnets and carry medium-sized umbrellas.'

Given their commitment to education, it's no surprise that three of the successful candidates went into teaching. Sarah Moody and her sisters established a preparatory school in Guildford, while Susannah Wood – having graduated BSc – taught maths in Cheltenham, Bath and Cambridge. In 1891 Wood was appointed vice-principal of the Cambridge Training College for Women which later became Hughes Hall, Cambridge. Kate Spiller, meanwhile, returned to her native Bridgwater, in Somerset, where she too was an active member of her local school board.

Spiller was not the only candidate who travelled to London for the examinations: Susannah Wood came from Cheltenham and Sarah Moody journeyed from Hertfordshire. The potential hazards of



metropolitan life did not go unnoticed. On hearing of the University's plans, a Home Office official recommended steps be taken 'to prevent the excitement...which might arise from bringing these young persons up to London for examination'. A lady matron was duly on hand in case of emergency.

### The London Nine

In truth, the Home Office need not have worried. The London Nine were characterised by an independent spirit and made their own way professionally and personally in adult life. Kate Spiller and Sarah Moody lived with their sisters into old age and along with Eliza Orme and Susannah Wood chose not to marry and to live 'by their own means'.

Between 1869 and 1878, more than 250 women sat the General Examination, of whom 139 passed and 53 were awarded Honours. They came from Bedford and other London colleges, as well as schools such as Cheltenham Ladies' College. A further 40 successful candidates prepared with 'private tuition'. During the 1870s candidates arrived from across Britain, including girls' schools in York, Liverpool, Bradford and Kendal.

Today their successors come to London from countries worldwide, or continue to study remotely. The University of London has over 50,000 students worldwide studying by distance and flexible learning.

Their achievements will feature prominently in this year's 'Leading Women' campaign. In the coming months talks, open-days, workshops and exhibitions will champion today's students and encourage others to follow them in the 2020s. But the campaign will also reflect on past successes, with the Leading Women website ([london.ac.uk/women](http://london.ac.uk/women)) featuring a gallery of 150 notable London alumnae and staff active from the 1860s to the present day. They include Elisabeth Jesser Reid and Louise Hume von Glehn, alongside other educational pioneers who drew inspiration from the original London Nine.

**Dr Philip Carter is Senior Lecturer and Head of Digital at the Institute of Historical Research, University of London.**



**Tricia Teekah**

Bachelor of Laws (LLB), Guyana, Class of 2016

“”

I am immensely proud of the strong pioneering women who serve in the legal profession. We honour the women whose shoulders we stand on; the women who have paved the way for greater access to education and upward mobility in the profession. Today, there are more women entrants in the profession, practising in an array of specialised areas.

**Tricia Teekah** has an illustrious history of involvement in development work and human rights, both in Guyana and further afield. She holds a bachelor's degree in International Relations from the University of Guyana and a Bachelor of Laws from the University of London. She was awarded a Chevening Scholarship in 2017 to pursue an MA in Public Policy at the University of Reading.

Tricia also serves as the Pan-Commonwealth Co-ordinator of the Commonwealth Youth Human Rights and Democracy Network. She was named Commonwealth Caribbean Young Person of the Year 2017, having won the regional Commonwealth Youth Awards for Excellence in Development Work for spearheading projects based on the 16th Sustainable Development Goal: peace, justice and strong institutions.



# WOMEN'S SEAT AT THE TABLE

2018 celebrates 150 years since women were admitted to the University of London, but are women owning their space and taking their seat at the table? Award-winning coach and author **Jenny Garrett** shares some strategies on being heard no matter who you are.

**W**ith the increased transparency that gender pay gap reporting brings and Lord Davies's report recommendation that FTSE 350 boards should be 33 per cent female by 2020, there is no doubt that we will see a positive increase in the number of women in senior roles.

However, having a seat at the table is only the first step. When you are in the minority in the room, making an impact and voicing your opinion can be a challenge. Here are my three recommendations that will help you rise to the challenge.

## 1. Focus on your physicality

You are likely to read the notes before a meeting to ensure that you are clear on the agenda and points to be discussed, but how do you prepare physically?

Paying attention to what is happening physically for you is just as important as the other preparation you do. Nerves and lack of confidence show up as visual clues, your colleagues will decide whether they should listen to you based on these.

If you are feeling stressed or worried about an upcoming meeting, you are most likely to feel tension in your shoulders; as a result you'll raise your shoulders and your breathing and voice could be affected. If you have something to share, it's a waste not to project your voice so that it is heard. Just lifting your shoulders half an inch, tensing them and then letting them go can make a difference.

You may have come across the work of social psychologist Amy Cuddy. She argues that 'power posing' – standing in a posture of confidence, even when we don't feel confident – can boost feelings of confidence, and might have an impact on our chances for success. Power posing is standing with

your feet hip width apart, spine erect, shoulders back, with your hands on your hips, much like the American superhero Wonder Woman. A 2012 study by scientists Pablo Briñol, Richard Petty and Benjamin Wagner on how body posture might affect 'self-evaluation' – what we think of ourselves and our capabilities – showed that people who stood in a power pose (they called it 'confident posture,' with chest pushed out and erect spine) were much more prone to rate themselves more confident than people in a 'doubtful posture,' slumped and self-contained. When we feel confident we perform better and instil confidence in others.

[Ref: [bustle.com/articles/64462-how-the-wonder-woman-power-pose-might-actually-help-you-get-ahead-at-work](https://bustle.com/articles/64462-how-the-wonder-woman-power-pose-might-actually-help-you-get-ahead-at-work)]

## 2. Prepare yourself mentally

In the busyness of work, you can rush from one meeting to another, without allowing yourself the mental preparation needed to make an impact.

Finding ways to quieten your mind and focus on the conversation at hand can be difficult, but the quality of attention needed for you to be heard demands it. Some ways that you can do this are:

- writing down everything that's on your mind and leaving it in your desk drawer, knowing that it is parked for you to come back to later
- going for a walk to clear your head – the physical exercise will lift your mood, help you think and release endorphins which can reduce stress hormones
- mindfulness practice – mindfulness is the psychological process of bringing your attention to experiences occurring in the present moment. Apps like Headspace enable you to access a mindful state in just a few minutes.

An important aspect of your mental preparation is knowing what your strengths are and what you are expert at, often those in the minority don't speak up even when they are the expert in the room. In preparation for the meeting, list your top three accomplishments, consider the skills, qualities and attributes you used to make them happen and go armed with this information.

## 3. Experiment

New roles require new approaches; the step up will require you to employ new tools and strategies. There are many strategies for being heard that you can experiment with to see what works for you within your context and also what fits with your

personal style. Two I recommend are PEP and muscular language.

I discovered PEP in Kay White's book *The A-Z of Being Understood*. PEP is an acronym for making your Point, Explaining it three times and making your Point again.

Here is an example:

**Point:** I believe we should invest in three more members of staff.

**Explanation 1:** We have just won a new contract that will cover their salary.

**Explanation 2:** It will enable us to promote an existing member of the team who has excelled.

**Explanation 3:** It will build capacity to develop the business further.

**Point:** I believe we should invest in three more members of staff.

The process of arranging what you want to say in this way provides clarity for you and those listening, means that no one will try and appropriate what you've said because you've owned the points and also means that delivery is succinct.

The second tool is muscular language. I came across this in an article by Kathryn Heath, Jill Flynn and Mary Davis Holt. In the article they describe senior women finding it difficult to contribute to fast paced, male dominated meetings, and this more assertive language being useful as a way of muscling in.

Here are a couple of examples of the difference:

**Typical language:** Well what if we recruited three more members of staff?

**Muscular language:** I strongly suggest we recruit three more members of staff.

**Typical language:** I agree with the recommendation to recruit three more members of staff.

**Muscular language:** I agree completely with the recommendation to recruit three more members of staff, because we have just won a new contract that will cover their salary, it will enable us to promote an existing member of the team who has excelled and it will build capacity to develop the business further.

This muscular language is more assertive and direct; it asserts your authority and the strength of your conviction. Give these tools a try.

My final thought is to remind you that if you are given a seat at the table, someone has seen something in you of value. You owe it to yourself and to them to fulfil this potential, take your space and pave the way for others to join you.



# imagination<sup>6</sup>

PHOTO COMPETITION

Calling all aspiring photographers...



In September, the University of London launched its sixth photo competition – imagination6. Following on from the success of our past competitions, we've made this one bigger and better for 2018.

Are you a University of London student or alumni? If so, we'd like you to get involved!

**The competition closes on 29 October 2018.**

For more information and details on how to enter visit: [london.ac.uk/imagination](https://london.ac.uk/imagination)

Look out for our emails and adverts on social media. #imagination6



# Philosophically Speaking

In today's often chaotic times, are we frequently drawn to the path of least resistance, to do what is easier? Perhaps to study something that opens ready-made doors to a career. **Lisa Pierre** talks to Anastasia Mandeki about her love of languages, learning and life.



**W**hen I asked Anastasia if she felt studying philosophy was indulgent she had no doubt that money was generally a motivator for people's choices – the economic situation of each person predetermines his or her entire life. The 'indulgent' subjects

lead to unemployment. Her decision to study such an 'indulgent' subject was what she described as "...a gift I offered to myself despite the contradictions and the reactions I faced during my studies and afterwards," but it is something she has never regretted.

Growing up in Greece and now living in Athens she suggests that this love of philosophy is in her DNA. However, studying philosophy is very different from her memories of discussing the ancient Greek philosophers with her father as a young child. "Knowledge has always been an important part of my life, but there was a period of time when I felt

a gap inside me. I felt that I needed something to intrigue me, something really strong and at the same time challenging and quite different from what I had already studied. At first I was a little scared, but then I was convinced that philosophy was the right choice."

## Lessons from the past

Are the teachings of the scholars of the past relevant in today's society and culture? Anastasia argues that they are. Reading the likes of Plato, Descartes and Hume helped her gain valuable insights into the importance of education and the learning power inherent in every individual. These qualities have deep significance to every society, because they form a framework for people to gain a richer understanding of issues that affect truth, reality, the self and the human world.

She applies what she has learned to her every day life, "I have learned not to be afraid of being critical and judgmental when it is necessary." Her passion for education continues beyond her own needs. She currently teaches English and French, believing that learning a new language at any age can shape one's personality, influencing the

way we think and perceive the world. Her study of philosophy has helped her to identify and circumvent various logical fallacies as well as to avoid being misled and deceived by language. These skills are particularly useful in her work as a freelance translator for various agencies, and as an interpreter for the First Instance Court of Athens.

She has an affinity for languages and has always found it easy to learn a new one. It must be a trait that runs in the family, as her grandfather was an interpreter during the Second World War. It seems it is not only philosophy that is ingrained in her DNA.

## Traditionally Greek

With the love of Greek philosophers also comes a love of Greek traditions – specifically traditional Greek dance. For the past 25 years she has been part of Aetopetra, a traditional Greek dance team that gives performances both in Greece and abroad. "Greek folk dancing is a part of my culture. Dancing is a kind of expression; sometimes we feel like Dionysus and his companions, enchanted by the place and the rhythms of music. Dancing, therefore, is a way of living for me, it is a way of expression for all Greeks". In a modern Greece she feels that there is still a place for such traditions – it unites the old and the young. Dance inspires nostalgia and offers the opportunity to honour your roots and your family through dancing together.

And it is that modern Greece which currently faces a political and economic crisis. "I love my country but at this period of time I feel very disappointed and sad, because my generation is deprived of any dream and any hope and unfortunately the price is too high."

## A thirst for knowledge

And what are her hopes for the future? She longs to acquire deeper knowledge of reality, pursuing a life of continuous learning that will enhance her intellectual, political and social existence. She wants to gain further work experience to counteract the current instability in the job market. Perhaps returning to study with the University is a small part of this hopeful plan, although



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*Greek folk dancing is a part of my culture. Dancing is a kind of expression, sometimes we feel like Dionysus and his companions; enchanted by the place and the rhythms of music."*

she feels she never left. Currently, studying organizational psychology is helping her fulfil her aim of a life of continuous learning. Why come back to the University of London, when she admits it is at times stressful and difficult to combine study with everyday life? "Because it is an institution I trust, it corresponds to my needs, it becomes better and better as the time passes."

So with a full life is there time for activities of a more lighthearted nature? There is a love for travel and new languages (she is currently learning Portuguese). To keep her body and mind fit there is pilates and aerial yoga. To relax there is time spent reading or playing the accordion. An earlier desire to be an actress inspires trips to the theatre and the cinema.

"Human behaviour flows from three main sources: desire, emotion, and knowledge," Plato said. I think Anastasia possesses all of these things. I am sure her future will be as great as that of the philosophers who walked the streets of Athens before her, encapsulating their vision of education and teaching. She lives by what she believes and what she has learnt. She knows that what Aristotle said is true: "The roots of education are bitter, but the fruit is sweet".



# FROM NINE TO TEN

BY DR PETER QUINN    PHOTOS: LAURIE GRIFFITHS

In June 1868, the University of London's Senate voted to admit women to sit the General Examination. This was the first time in Britain that women had gained access to university education. In May the following year, nine women candidates duly sat the University of London's first 'General Examination for Women', an immensely significant moment both for the University and society as a whole.

To celebrate this important moment in our history, we profile 10 remarkable women working at the University of London today, all of whom were nominated by their peers and colleagues. From introducing young people to classics and creating new models of student support, to shining a light on award-winning projects and the riches of Senate House Library, it's clear that the pioneering spirit of those first nine female students lives on.

**Pamela Roberts**  
Director of Student Recruitment  
and Enrolments, University of  
London Worldwide

The University of London Worldwide's records management system proudly boasts a 24-hour turnaround in processing students' applications, an exceptional feat that has been achieved through the transformational presence of Pamela Roberts, the longest serving of our 10 featured colleagues.

Pamela joined the University in 1980, typing up exam papers and organising exam timetables before increasing her responsibilities in a variety of roles through which she developed an encyclopaedic knowledge of the University's workings.

Brought up by her grandmother in Jamaica until the age of eight, Pamela moved to London in the late 1960s: "Coming to the UK to join my parents and five siblings that I didn't know was an exciting challenge."

Rising from junior administrator to Director of Student Recruitment and Enrolments, Pamela's is one of the University of London's most remarkable journeys, "I've had a great journey, one that hasn't been without hindrance, from being a young starter and one of only two black people within my department. I've had some really important people who've supported me," she notes. This includes a 25-year working relationship with her fellow Director, Tim Wade. "We're a brand: Roberts and Wade Ltd," Pamela jokes.

"Being part of the journey from 4,000 students when I joined to the 50,000-plus students we have now is a huge achievement. We've got some great staff here who want to improve the student experience – it's something that everyone has in common. It's like a family."

As a Chartered Manager and CMI Fellow, Pamela is also a role model and mentor for the women-only leadership development programme, Aurora. "I'm pleased that all four mentees have had promotions within their organisations," Pamela says.

An accolade from one of her colleagues neatly sums up the high esteem in which she is held – Pamela is "a genuine inspiration, wise counsellor and non-judgemental critical friend."





### Léna Ghellis

Finance, Payroll and Accounting Officer,  
University of London Institute in Paris

If, as is often said, the heart and soul of an organisation lies in its people, then Léna Ghellis represents the very epitome of the University of London Institute in Paris (ULIP), a classic Haussmannian building located in the 7th arrondissement overlooking the Esplanade des Invalides.

Léna, ULIP's Finance, Payroll and Accounting Officer, joined the University a staggering 36 years ago, in 1982, the year that Sony produced the world's first CD player, Dr Robert Jarvik invented the world's first artificial heart, and Ronald Reagan was in the White House.

"Everyone says to me: 'Ah, you do the payments, so I need to be nice to you!' I'm also on the payroll, so I make sure everybody gets paid on time," she laughs. "I have to be very organised, because I'm on my own. In all of the 35 years I've worked at ULIP, everyone has always been paid on time."

Working for a British institution, following British systems in a complex French accounting and finance regulatory environment, must surely be quite a challenge?

"Accounting is an international language!" she says. "Since I started at ULIP I've learnt how to manage the two systems."

While she's a self-confessed Anglophile, our conversation is conducted with the assistance of a native French speaker. "I don't speak English, which is quite exceptional," Léna notes. "I work with numbers. Thanks to Google Translate and the kind assistance of my colleagues, I get by. I make sure there are never any misunderstandings."

"I love the environment at ULIP, especially having young people around, and the building. Everybody gets on and the CEO [Tim Gore] is great. He's worked really hard to create a good atmosphere. And it's lovely working in the heart of Paris – it's a real privilege. I'm proud of what I do, and I'm glad that it allows my colleagues to do their work."

As ULIP's longest-serving member of staff, Léna Ghellis is the quintessence of engagement, loyalty and commitment.

### Ania Chrapowicka

Student Experience Manager,  
University of London Worldwide

When Ania Chrapowicka left Poland in March 2006 to visit her sister in the UK, she only planned to stay for a month. "My sister wanted some company," Ania says.

These plans changed when the sisters decided they'd like to buy a house together. Ania initially found work in the University halls of residence, studying out of hours each night to improve her English.

When she moved to another role at Senate House reception, Ania's organisational skills and all-round competence brought her to wider attention, and when she applied for a role in the University of London's Student Advice Centre she was successful.

"I always wanted to work as a University of London employee," she recalls. "Along the way, I've had people who believed in me and helped me. Jo Harris [Associate Director, Student Experience] is one of those people – she's played a really big role in where I am at the moment."

After a number of years in the SAC, which included working in the teaching institution liaison team, Ania successfully applied for the post of Student Relationship Manager, a trailblazing role offering immersive student support for our new programmes including the MSc in Professional Accountancy and Global MBA.

"It was really rewarding to create a model for the Student Relationship Manager role from scratch," Ania notes. "I was able to help students and create extra support by looking at all the issues that they came to us with."

Always open to new ideas and approaches, Ania's current role of Student Experience Manager sees her continuing to push the boundaries for the good of our students.

"I'm working on different projects including career support and developing the student induction. I know exactly what our students want because I've worked with them for two years and I know what information they're looking for. My next big project is creating programme-specific inductions."

In terms of enhancing the student experience and placing the student at the heart of everything we do, Ania's positive impact has been immeasurable.



## Fiona Bernardone

Vice-Chancellor's PA,  
Vice-Chancellor's Department

In the world of university administration, no role requires greater organisation, tact or trust than that of PA to the Vice-Chancellor. Having worked for no less than four different University of London VCs, Fiona Bernardone knows this better than anyone.

"That's part and parcel of the role," Fiona says. "If you can't be trusted as a PA then you shouldn't be doing it."

Fiona, who as well as being the Vice-Chancellor's PA is also Secretary to the Honorary Degrees and Fellowships Committee, joined the University in January 2000 having previously worked for a central London insurance company for 19 years.

"I don't move around much," she laughs. "I started work exactly a month after I turned 16. No uni, no college, just straight to work."

"When I first arrived, most communication was done by letter – we had untold files, there was paper everywhere! The Vice-Chancellor didn't have a computer in his office, so we did absolutely everything for him: diary work, any emails he wanted to send out, a lot of dictation, travel. The role has changed with each one. We went from a VC who didn't have any IT in his office at all to one who had all mod cons."

The nature of Fiona's role means that she can be rubbing shoulders with Hollywood stars one moment – such as bumping into Chris Pine while he was filming 2014's *Jack Ryan: Shadow Recruit* at Senate House – or discussing the logistics of a visit by the University's Chancellor, Her Royal Highness Princess Anne, the next.

"We've got some really good people at the University," Fiona notes. "One of the reasons I've stuck around for so long is that I've got on really well with all four of the Vice-Chancellors I've worked for. I've been so lucky."



## Dr Sandra Tury

Associate Director: Online Library  
Services, University of London Worldwide

When Dr Sandra Tury was appointed to manage the University of London's Online Library in 2005, it had just 6,700 users and two databases. Fast forward to 2018, and the picture is almost unrecognisable.

Today, the Online Library supports all of our 50,000-plus distance learning students and the faculty who support them, offering a staggering 97 million e-items, academic-related support, information literacy training and more.

"I have the best job in the world," Sandra says. "What I'm really good at – and I think where I make a difference – is I understand the interface between IT, libraries and learning."

Following a first degree in Library and Information Science and a master's in Information Technology, Sandra's unique insight into the specific needs of distance learners was honed during her PhD at City, University of London, in which her thesis focused on information-seeking behaviour in distance learning.

"If you can teach people how to use information and to evaluate the sources that are available," Sandra says, "then you haven't just given them the tools to find and use content, you've allowed them to thrive as human beings. It means that they can study independently, find the materials they need, write a business case – all of these things. We don't just provide library services, we enable students to be the best they can possibly be."

Having joined the University as an Online Services Librarian, then promoted to Head of Reference and Information Services, Sandra is now an Associate Director.

"The University has changed my life. Not only did it allow me to pursue my dream of getting a doctorate, but also to work in a field that I care so passionately about. I have an amazing, student-focused team. This University has enabled me to grow and develop to where I am today."

In Dr Sandra Tury, it's clear that the University of London distance learning students have one of their strongest advocates.





## Maureen McTaggart

Media and Public Relations Officer,  
School of Advanced Study

A former journalist whose writing career started at the Times Educational Supplement, Maureen McTaggart has written extensively about technology for learning and teaching in primary and secondary schools.

When the publisher of the TES was sold, Maureen decided to go freelance, setting up an ICT in education website with her partner (an education technology journalist) and co-writing an award-winning book, *Learning with Mobile and Handheld Technologies*, published in 2014 by Routledge.

Starting out as a freelancer at the School of Advanced Study in 2011, initially writing press releases and news items, Maureen is now the (full-time) driving force behind publicising SAS's research and events – including positioning Being Human as the hub of humanities research in the UK – and is also the editor of SAS's flagship humanities blog, Talking Humanities.

On managing the relationship between SAS academics and the media, Maureen says: "It's about building relationships and connecting the two. You find the projects they're working on and see if they're newsworthy. I enjoy the challenge of turning academic work into something that's accessible to the public. The most enjoyable thing is when that one journalist gets in touch and says: 'This is really interesting'. I still get a buzz out of that."

One especially noteworthy achievement related to a piece of research undertaken by SAS's Dr David Cantor on the effect of organised criminal gangs on forced migration in Mexico and Central America.

"I sent the press release out and initially didn't get a hit," Maureen recalls. "Then David was seconded to the UNHCR as a result of his research. I repurposed the article, saying that this academic was now informing policy, and the Observer and THE immediately got in touch and wanted to speak to him."

Working with her University of London colleague, Laura Pritsch, Maureen entered David's research project for the Times Higher Education Awards, in the 'Research Project of the Year: Arts, Humanities & Social Sciences' category. "When it won it was the icing on the cake – it was fantastic. I love my job and I've met some amazing people. I'm so glad that I ended up here."

## Carly Norris

Academic Project Manager,  
University of London Worldwide

From her initial role as an Information Officer in the Student Advice Centre (SAC) to her current position of Academic Project Manager, since joining the University of London in 2003 one thing has remained a constant for Carly Norris – an unwavering focus on the student experience and the importance of keeping students at the centre of the University's work.

Carly's position in the SAC gave her an incredibly broad knowledge about the University of London. Critically, it also gave her invaluable insights into the student mindset – their specific concerns and worries.

"We were at the coalface of dealing with students' queries," she recalls. "It was really rewarding when you were able to resolve something for a student and guide them in the right direction."

Rising through the ranks, first as a Programme Information Officer – dealing with more complex, programme-specific queries – then as SAC Manager, Carly's intimate knowledge of supporting students made her a perfect fit when the position of Academic Project Manager became available.

"What attracted me to the role was that I had a good understanding of the whole student lifecycle, which stood me in good stead in terms of mapping out the student journey – and the timings of interventions – with the Student Experience team. I became Academic Project Manager when MOOCs were really taking off – a great initiative to be involved in and an opportunity for us to explore new ways of working with academics and member institutions."

Carly is now part of a team managing a truly ground breaking initiative, the new BSc Computer Science, which is the first undergraduate degree programme to be offered on the Coursera platform. "It's very exciting," she says. "It's a large project and we rely on everyone's skills, expertise and input – that's what will make the project successful. It's very much a team effort and that's bled through my whole career at the University."

"I feel so proud to say that I work at the University of London. What we do creates a positive impact on students around the world. It gives them the opportunity to create better lives for themselves."



## Andrea Meyer Ludowisy

Research Librarian for Western European Languages and Literature at Senate House Libraries, University of London

With two million books and periodicals, including a growing range of digital resources and e-books, 50 named special collections and around 1,800 collections of archival and manuscript collections, Senate House Library (SHL) is one of the world's greatest libraries in the arts, humanities and social sciences.

Deep in its scope and content, a world-class library requires world-class librarians. One such person is Andrea Meyer Ludowisy, the Research Librarian for Western European Languages and Literature at SHL.

"My career as researcher and as librarian and custodian of collections has always entailed looking after collections and making them accessible to as wide an audience as possible," Andrea says. "Senate House is a veritable cornucopia for researchers: a wealth of primary and secondary sources, both historical and contemporary, championed by a staff that believes passionately in making them freely accessible."

An art historian by training who has previously worked at the Warburg Institute, the Wellcome Institute and RIBA, Andrea notes that a key strand of her work has always revolved around networking and collaboration.

"One of the most enjoyable aspects of my role is to act as the point of access to our collections, the point where questions can be asked and connections between topics, people and collections can be made. We enjoy acting as a catalyst and we enjoy providing access and stewardship."

Having worked at the University of London for almost 10 years, Andrea's own publications cover topics as wide-ranging as the early modern iconography of the witch, a translation of a book on the use of prisms in the art of the painter Franz Marc and the use of the passionflower as a motif in Jesuit propaganda in the 17th century, to name but a few.

"The specialness of our job is that there is this serendipity that all our readers value," Andrea notes. "We work with the researchers. Engaging with our readers to locate the resource they were looking for and succeeding is always a joy."



## Diana Maniati

Inclusive Practice Manager, University of London Worldwide

When Diana Maniati joined the University of London Worldwide in 2010 as its first Special Needs Co-ordinator, our assistance to disabled students and those with specific access requirements consisted of a form that candidates completed to request special exam arrangements. It was a little underwhelming, as Diana recalls.

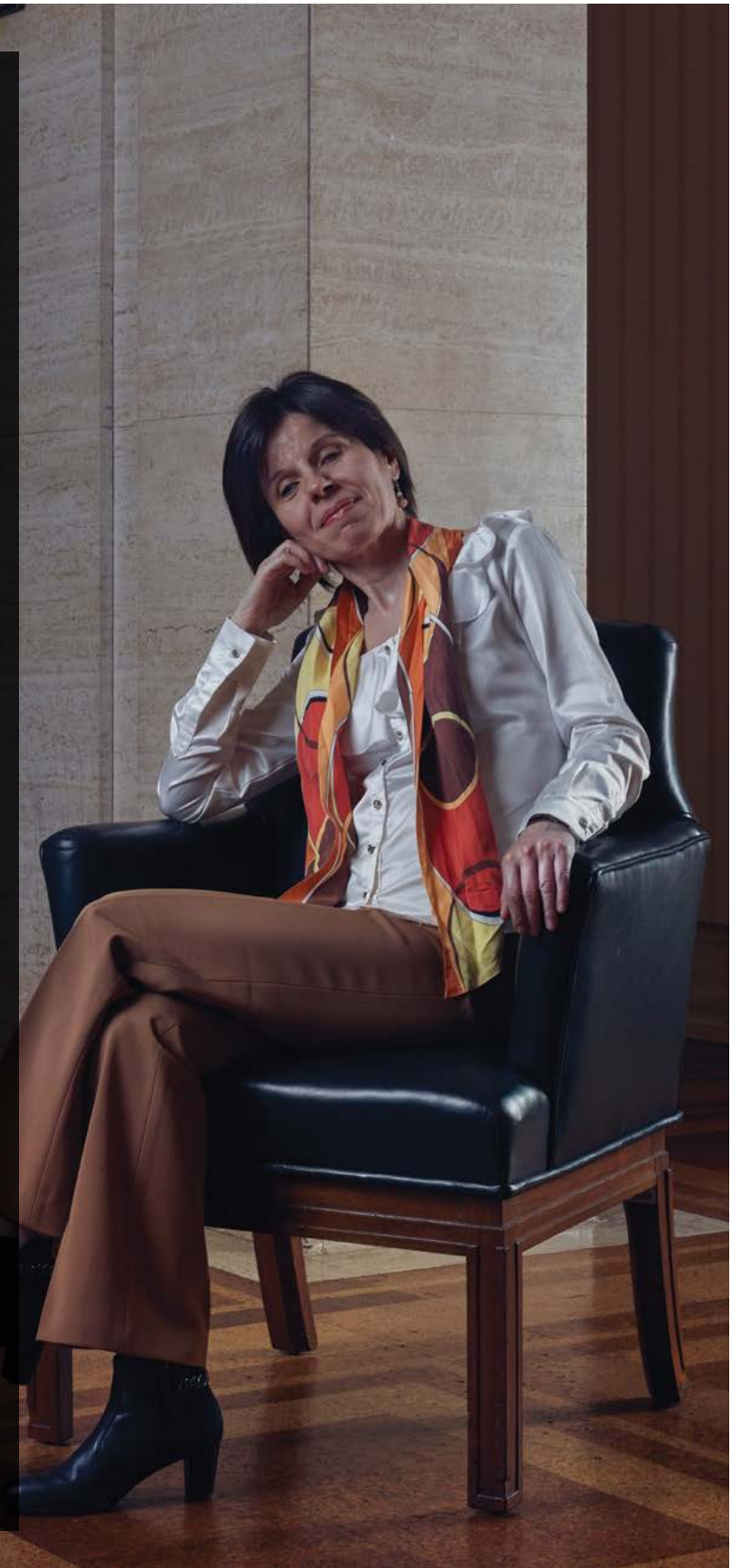
"When I started here, the University hadn't really established a formal procedure regarding students with disabilities, so in that sense it was a bit behind when compared to other universities.

"The most urgent thing was to have a formal policy that we could refer to when we were considering special arrangements, to ensure consistency. This was when the formal Inclusive Practice Policy and the Special Examinations Arrangements Policy were written and published."

Now, thanks to Diana's efforts, we have a committed Inclusive Practice Arrangements Panel which meets regularly to consider a range of support mechanisms for the students who make a disclosure; an industrious Inclusive Practice Panel which discusses and shapes a number of projects to increase provision still further; documentation that provides succinct and focused information for all users of our inclusive practice services; and a dedicated one-to-one advice service for students who wish to discuss their situation and needs more personally.

Whether testing the accessibility of our online processes (Diana herself uses screen reader software), ensuring the accessibility of materials on the VLE, working with exam centres around the world regarding special arrangements or making recommendations regarding inclusive practice as a member of the University's Equality and Diversity Committee, Diana ensures that the experience of the student is at the centre of all her work.

"The provision is very unique, so it's not a straightforward procedure. You can't follow what other UK universities do. We don't have on-campus students, we have students all over the world, so we have to adjust. There are cultural differences, some countries have better provision than others in terms of what the exam centre can do. Trying to accommodate and provide for people from all different backgrounds and cultures is amazing – it's something I'm really proud of."







**Dr Emma Bridges**  
Public Engagement Fellow,  
Institute of Classical Studies

‘Classicist on a public engagement mission at the Institute of Classical Studies, London’, is how Dr Emma Bridges neatly describes herself in her Twitter profile.

“I’m not what some people might think of as a traditional classicist,” Emma says. “I firmly believe that classics in the 21st century is incredibly relevant, vibrant and exciting, with scope for a range of different approaches.”

Since taking up the post of Public Engagement Fellow in Classics at the School of Advanced Study in September 2017, Emma – whose book, *Imagining Xerxes: Ancient Perspectives on a Persian King*, was published to critical acclaim by Bloomsbury in 2014 – has been fulfilling her engagement mission through an impressive array of means.

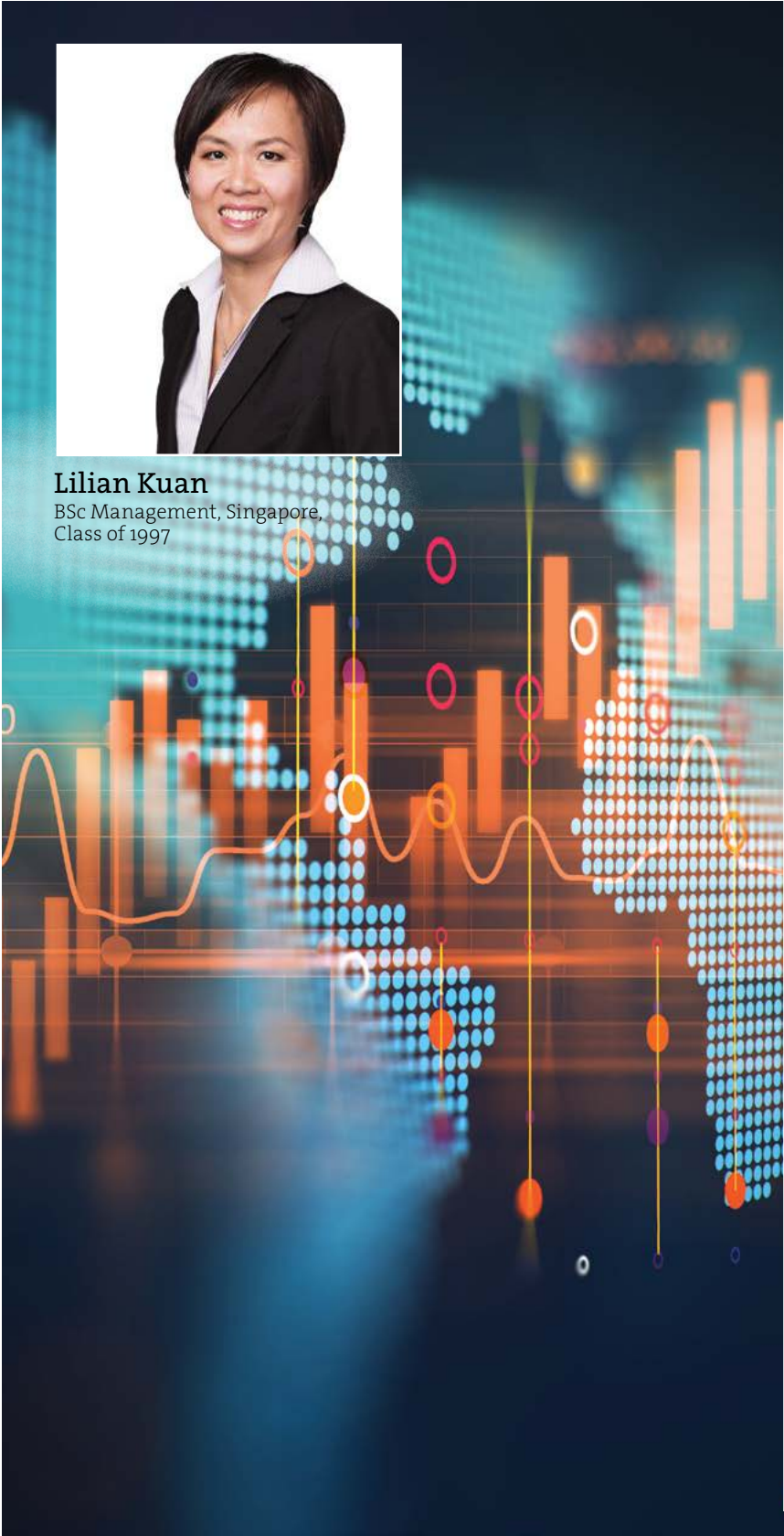
“Classics is inherently multidisciplinary and interdisciplinary,” she notes, “so there’s something for everyone. I enjoy studying the ancient languages myself, but that’s not the only way in. In fact, I’m a patron of a national project, Advocating Classics Education, which is working to help schools introduce more young people to classics by studying the ancient world using translated texts. As a humanities discipline, classics is about how people think, how they engage with one another, the stories they tell and the way they organise their societies. It’s also a really useful way in to talking about issues like democracy, race, gender and class.”

From organising public events including ‘Why do we need Monsters?’ (a *Making Monsters* anthology edited by Emma and Djibril al-Ayad will follow in September) and editing the Institute’s blog, to running the Classics International Facebook group and undertaking Wikipedia editathons as part of the Women’s Classical Committee (“we’re really proud that we’ve managed to significantly increase the representation of notable women classicists on Wikipedia”), Emma has used her multiple roles of promoter, organiser, collaborator and facilitator to make the subject “accessible for anyone who’s interested,” as she puts it.

“It’s fantastic to be in a place that is designed for facilitating and supporting research in classics,” she says. “One of the things I enjoy the most about my job is the community-building aspect – I love being able to get people together to share ideas and support one another.”



**Lilian Kuan**  
BSc Management, Singapore,  
Class of 1997



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The demands of life come in so many different ways, but having a clear mind on what we want out of life will keep us going and enable us to overcome any obstacles.

**Lilian Kuan**  
Leaving university with a new-to-the-market degree during the 1997 financial crisis taught me one thing – resilience. This meant learning new skills, taking on challenges and working smart. Two stints in healthcare institutions ingrained in me the importance of good health above all else.

It was 5pm, yet it looked like night. Typical of a winter in Frankfurt, Germany. It was an unconventional decision to live apart from my husband for a year while he completed his master’s degree in Singapore. Aside from homesickness and trying to maintain a marriage through a time difference, life in Germany was filled with travels and interesting projects, speaking a smattering of German and stretching my resolve in every way possible. With a three-year-old in tow, the remaining two years there were an eye opener. I learned that it doesn’t matter where we live, as long as we are all together, WE make the family.

20 years since graduation, life took another turn with a bold move to leave the certainty of a salaried job and set up my own tourism consultancy firm. Having flexible hours meant being able to do more.



BY HARRIET MINTER

# Success from Failure

I don't talk about it much but I was fired from one of my first ever jobs. I was 18 and had taken a summer role working for an estate agency in London. I'd suspected when the temping agency offered me the job that I'd got it because I was cheap rather than because I had the necessary skills but I'd also assumed that it would all work out in the end. It didn't. Within 48 hours I was unemployed again and I can still feel the bitter sting of failure that accompanied the office manager very kindly telling me that they'd appreciated my efforts but it wasn't really working out.

Small though it was, that was my first taste of professional failure and I thought it was the end of the world. We're taught that success is a very linear thing; that you make one well planned, well executed move and it works, then you follow it with another and that works, and so on and so forth until you reach your goal. What we forget to mention is that most of those upward steps are punctuated by moments of crippling self-doubt and a few real doozies of total and utter abject failure. And because we don't talk about them when they happen we really, really feel them.

## Reframing failure

Arianna Huffington is best known now as the founder of the eponymous Huffington Post, the online newspaper that changed how every other media outlet used the web. Huffington realised there was an opportunity to bring people together and let their voices be heard, she saw how blogging was taking off and knew that if she could curate a platform of interesting and varied opinion she might just have a winner on her hands. She was absolutely right. In 2011 Huffington sold the site to AOL for \$315 million – she was officially a success. What people don't often remember when they talk about her career is that in 2003 she ran for Governor of California. Huffington herself calls the campaign a total failure but it was also the building blocks for her later success. The campaign taught her how young people were using the internet and social media, she started to see digital trends and behaviours that she wasn't aware of and it was this knowledge that allowed her to build the Huffington Post. If she hadn't failed in 2003 she never would have experienced that success nearly 10 years later.

We all need to start reframing how we think about failure. For Huffington failure was always just a stepping stone to success, you had to go through it in order to be successful. For too many of us failure can feel like the end of a dream, that if we fail at something then that is proof that we're not as smart, capable or determined as we believed ourselves to be. Instead we need to start seeing failure as a learning opportunity, and most importantly we need to stop trying to avoid failure and learn to embrace it.

## Failure is a skill

For women a fear of failure can be particularly debilitating. We know that young women are more likely to be risk averse than young men. This is partly due to hormones – large amounts of testosterone tend to make young men more likely to seek out adventure and danger – but it's also due to how we talk to girls about failure. We praise perfection, neatness, getting things right and we can be hesitant about over facing them or giving them the opportunity to fail. A study from New York University asked mothers of 11-month-old infants to estimate their child's crawling ability. It found that the mothers tended to underestimate a daughter's ability and overestimate a son's ability – from the youngest age we teach girls to only do what they know they can achieve; we're teaching them to fear failure.

As women we then have to actively work to get over this fear and there are some simple ways you can do this. The first, and most important, is to reframe fear. Vera Wang famously ended up in

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*If you don't fail at anything it means you haven't pushed yourself out of your comfort zone far enough*

fashion after she failed to make the 1986 Olympic figure skating team. Until that point skating had been Wang's life but her failure to make it to the Olympics was the thing that pushed her into a new industry. She sees it as learning that when you fall down you have to get straight back up, something that sport in particular teaches us. What I like about this reframing is that it sees failure as a skill that can be learned, you can learn to fail and you can learn to recover from that failure.

## Step out of your comfort zone

It took me until I was 32 to learn how to fail. Until that time I had determinedly tried to succeed at everything I did and then beaten myself up about it if I failed. Then one day my flatmate announced that she'd bought a voucher entitling us both to 10 yoga classes for £10 and that we were starting that Sunday. That first class cannot be described in any way other than a humiliating failure. As I tried, and failed, to bend myself into the poses I felt myself growing red with exertion and embarrassment. I couldn't believe that I was failing at something that seemed so simple in front of a whole room of people I didn't know. At one point I literally fell flat on my face. But I was signed up for another nine classes so I went back, and I failed again. And again. And again.

In fact I failed at something in every single class and four years later I'm still what could politely be termed a yoga failure. But along the way I stopped caring because I was learning something else. I was learning resilience to failure, I was learning that when I fell down I could get back up again. Every time I turned up to that class I allowed myself to practice failing until I became immune to the feeling of shame that came with it. And in those four years I've had more professional success than I'd ever experienced. I've also failed more but I'm proud of that, it means I've tried something, I've learned something and I'm one stepping-stone closer to success.

As women we have been taught to fear the results of failure but if we truly want to step up and take the opportunities available to us we need to learn to embrace it. If you don't fail at anything it means you haven't pushed yourself out of your comfort zone far enough. So step up, step out and start practising that failure anywhere you can find it. Do it often enough and you'll find you're not failing at all, you're actually building a truly successful life.





# Jasmine Van Hoeylandt

INTERVIEW BY LISA PIERRE

Living in London. Working in Malawi. From Sweden via Tokyo, New York, Milan, Paris, Lagos and Kathmandu to Harare – Jasmine Van Hoeylandt truly encompasses what it means to be a global citizen.

**G**raduating with a BSc in Economics and Management from the University of London, Jasmine is currently a Senior Associate in the Sustainability and Climate Change practice at PwC, specialising in international development.

**Your first career was in modelling but after seven years you decided to go back to education and do your A levels in your early 20s; why was that?**

I knew I wanted to do something different with my life other than modelling. I was not quite sure exactly what I wanted to do but I knew I wanted to go to university and for that I needed to do my AS and A levels. I have to admit it was quite a scary decision: it was a radical change in my life and I was going to be much older than everybody else who had been in continuous education throughout. Looking back, it was absolutely the best decision I could have made – not easy but well worth the pain!

**How did you get into modelling?**

That is a long story and quite a while ago! I think I must have been 13 or just about to turn 14 when I decided to send some pictures to a modelling agency to see whether I had a chance (I guess I had an urge to see the world very early on in my life). They called me back a few weeks later and the same year I was already travelling to Milan and Tokyo. I ran with it after that point and it took me to many exciting places such as New York and Paris at a very young age.

**Did you enjoy it?**

It is a very tough industry and it was not always easy but on balance I did enjoy it at the time. Looking back, that period of my life has shaped me into who I am today so I would not change anything even if I could. Travelling by yourself, and working, from such an early age makes you independent quite quickly. However, I am not entirely sure how I would feel if my future daughter came to me wanting to follow in my footsteps! “Education first, then let’s talk” would probably be my line.

**Currently there is a lot of media coverage and discussion about women, their objectification, weight, harassment, age – the list is endless. Did you ever feel pressured or uncomfortable as a model?**

Of course – there was pressure to look a certain way but that is also the nature of the industry. I also do not think that the pressure has necessarily become any easier or less just because I have changed industry. We are constantly bombarded with expectations of what the ideal type of a woman should look or act like and I guess I am struggling with that just like any other woman. What is more important to me now is how I feel about myself but that is of course not always easy either.

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*You have to be disciplined. You need a work plan and you need to stick with it like a stamp on a postcard until you get to your final destination.*

**The world of fashion and travel is very different to that of studying economics. How did you adapt your lifestyle?**

It may sound like a move from a world of glamour to the opposite but it is not that simple. Working with photographers as part of a team to deliver a product to your clients takes a lot of discipline. I think that helped me with my studies. And the travelling slowed down during that period but it certainly never ended – it just changed destinations! During my BSc I lived between Kabul and London. My then-boyfriend, now husband, was working in Afghanistan at the time. During my two-year master’s degree, I spent one term in Paris and finished my dissertation in Nigeria where we moved to next.

**Why did you decide to study with the University of London?**

After finishing my AS and A levels in one year it was not clear where we were going to live. I do not recall exactly how I came across the distance learning programmes at the time, but I remember having long conversations whether this was going to be the right thing for me. After all, I had only had one year of catching-up in formal education compared to seven years my classmates would have spent. It was therefore quite a big risk for me – was I going to be disciplined enough and did I have the capacity to do it on my own? I knew I wanted to study economics and management, I liked the course content, and it felt like the degree would be recognised as rigorous and high quality given that the programme was under the academic direction of the LSE. All this helped me make the decision to go for it.

**How did you find your student experience studying independently?**

During my time, we received our study packs for the year at the beginning of the academic year. I remember taking the study guide and working backwards: I made myself a weekly/monthly study plan for which chapters I was going to tackle by when and I made sure I did not exclude the ones I did not like such as statistics for example. I printed the study plan out and put it so I could see it every day and then I stuck to it. I may not have always been on target but it really helped me get out of bed in the morning and get on with it. The first year was probably the most important one as I was literally on my own and had no idea what to expect.



All I knew was that there was going to be a study weekend in London in the spring where you had a chance to meet fellow students from around the world and also to meet the faculty and the professors. There was also the big, scary exam towards the summer. The study weekend was a great motivator and my exams went well. I really got a kick after the first year so I kept on going with the same strategy for years two and three. I graduated with a 2.1 after three years as I had planned to do.

**What advice would you give to independent students?**

You have to be disciplined. You need a work plan and you need to stick with it like a stamp on a postcard until you get to your final destination. Focus on the year ahead and only worry about the other years when you get there. Studying independently is not easy and we all have different strategies that work for each of us. Find what works for you, refine it if it does not work and continue ploughing through. Just don't give up. Having arrived on the other side I can assure you that it is definitely worth the pain.

**You went on to study on campus at LSE.**

**Did you find this a very different experience?**

Embarking on a master's degree is on its own quite different from doing a bachelor's degree so by definition it was a different experience. Of course, having a physical place where you are expected to show up and interact with your fellow students and professors on a more regular if not daily basis helped with motivation compared to waking up and getting on with it. Having said that, it was also similar in that you have to be disciplined and set your own work plans. In a way I had an advantage as that was a discipline I had developed and stuck with for the three years studying on my own.

**Your MSc dissertation was on corporate leadership in Africa. Do you think this influenced your career choices?**

This is a tricky one. I am not sure it influenced me at the time. However, I have spent and continue to spend a significant amount of time working with organisations in Africa. So my research particularly on the different uses of transactional and transformational leadership styles helps me understand why people act the way they do and it helps me adapt my own leadership style depending on the situation.

**Having interned at McKinsey & Company in their London and New York offices do you think an internship is an important stepping-stone?**

I think an internship is a unique opportunity for you to experience first-hand a company, its culture and its people. It is a really valuable experience that helps you decide what type of organisation you would like



to work for. Looking back, when I graduated from my master's, many of my peers (and I) thought that there were only two desirable career paths: investment banking and consulting. Somehow people get into a mind-set that if you do anything else you are a failure. I really enjoyed my time at McKinsey and there are great people who work there, many of whom I am still in touch with. But in the end I wanted to do something a little more hands-on and focus on developing economies. Spending time there really helped me decide what I wanted to do. If you get a chance to do an internship, my advice is to take it.

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***All countries and places have their specific charm and it is difficult to compare Tokyo with Lagos and Kathmandu with Harare***

**You are currently a Project Manager of the DFID funded Business Innovation Facility (BIF) with PwC. Tell us about the work you are doing in Malawi.**

It is a fascinating role and I enjoy working as part of a truly international team. I am based in London but I am responsible for our work in Malawi which means I have to travel there quite frequently. We are working in two agricultural markets, rice and pigeon peas, and in the solar market, which is basically solar lamps. The aim of the programme is to make these markets more inclusive and generate increased incomes for small-holder farmers and people living below the poverty line – and to do it in a sustainable way so that when the programme ends the benefits to the poor continue on a commercial basis. That is not only good for the people and the companies but also for the British tax payers who are ultimately funding this work.

**What would you say are some of the challenges in your job?**

What I love about my job is that it all comes down to working with people and teams across different nationalities and geographies. In that sense, some of the challenges often have a lot to do with building bridges between people from very different walks of life and with various educational and cultural backgrounds. For example, I have had colleagues who grew up in rural villages and sometimes without shoes but never knew they were poor because nobody around them had shoes either. The very same people ran important work streams and budgets in our programme and laughed at me when I did not know what soil acidity levels are acceptable to grow certain crops – because that is something that most people in these markets learn as part of growing up. I am learning something new every day and that is what makes me get out of bed in the morning.

**You currently live in London. Is Sweden still 'home'?**

Thinking this question through a few times, I still end up with a funny answer but it is as honest as I can be. Cheesy as this sounds but real 'home' to me is where my husband and I are together. Of course, Sweden is 'home' in the sense that my family is there and when the airplane touches down at Arlanda airport I get the sense that I am 'home'. However, I also get the

same sense arriving at Heathrow. To make it even more confusing, my husband and I both share the sense when arriving in Africa that it feels like coming 'home'. This is also a feeling that I got on a monthly basis over the past four years arriving in Zimbabwe and now Malawi. Having said all that, I still feel as 'Swedish' as one can probably possibly be.

**You have lived in many countries. Where has been the most interesting place you've lived so far?**

All countries and places have their specific charm and it is difficult to compare Tokyo with Lagos and Kathmandu with Harare and now to some extent Blantyre. However, I have to admit that Zimbabwe has earned a special place in my heart.

**Outside of work you enjoy exploring remote parts of Africa. Where should we go before the hordes of tourists also discover it?**

Off the beaten track in southern Africa for sure! I have already mentioned Zimbabwe – there is so much more to Zim than the main tourist attraction of Victoria Falls. Fishing on a house boat in Lake Kariba or exploring the 11th-century ruins of Great Zimbabwe are magical experiences. I also really enjoyed spending three weeks driving through Namibia and Botswana in a 4WD car with a roof tent and camping under a million stars at Spitzkoppe. There are just so many exciting places to see and to take pictures of!

**You are a keen photographer and this year you are a finalist in the 2018 National Geographic Traveller Photography Competition. What attracted you to switching sides of the camera?**

My husband is the photographer in the family and he was not terribly pleased to hear that I got shortlisted and subsequently was a finalist (he wasn't...!) To be honest, I am still learning but it is nice to share a hobby together so it is really fun. There is so much to learn and the good thing about focusing on wildlife is that it is a nice excuse to get out into the bush which we both love.

**What do you hope the future holds for you, both professionally and personally?**

Professionally, if you asked me 10 years ago to predict where I would be today I would never have believed or predicted that I would have ended up where I am. I think it is a matter of keeping an open mind but to keep learning as much as you can from any situation and to work with people that you can learn from and that you respect. Then who knows where it will take you!

On a personal level, I would hope to start a family – hopefully a handful (including dogs), to build a business and continue to build on my newly found photography skills and at some point to move back to Africa.





**Michelle Ribeiro**  
BSc International Relations, Brazil, Class of 2016

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My educational experience with the University of London, living and dealing with different cultures, has made me realise the importance of the right to education and opportunities for women of developing countries. We now have greater perspective and the use of technology allows for further democratisation, as the courses show.

**Michelle Ribeiro** decided from a young age to be a diplomat, and faced the challenge of building her career in sectors commonly seen as male-dominated. She became an information technology specialist and a Tech Policy Advisor for government initiatives, meaning she was often the only woman in meetings. Attracted by the work-life balance offered by the University of London, Michelle decided to pursue a second degree in International Relations. After graduating, she was awarded a Chevening Scholarship to study for a master's degree at SOAS in London, where she researched the challenges presented by the blurring effects of cyber conflicts. In November 2017, she attended the Future Diplomats PeaceGame in Abu Dhabi, which brought leading minds together to 'game out' peaceful resolutions to serious cyber conflict.

# Molly De Morgan

The untold story of a London pioneer of progress

BY DR MARIA CASTRILLO

From 15 July to 16 December 2018 Senate House Library will stage 'Rights for Women: Stories of London Pioneers of Progress in their Own Words', an exhibition exploring over 150 years of women's fight for equality in the spheres of politics, education, employment and reproductive rights. It will reveal the unique and, in some cases, untold stories of women who broke barriers to drive change and progress through books, pamphlets, letters, photographs and objects held in the Library collections rarely seen before.



Of particular interest is a small collection of press photographs showing the activities of the suffragettes in which Molly might have been involved. These images show marches, public rallies, the signing of petitions to be handed in at Parliament, picket lines outside the House of Commons in protest against the treatment given to the leaders of the movement, as well as the aftermath of militant activities, including window-breaking or fires allegedly started by the suffragettes.

Official correspondence from the WSPU addressed to its members is also present in this small archive. It provides a fascinating insight into the internal workings of the organisation. The wider political landscape and the outbreak of the First World War in 1914 influenced a change of direction and strategy, leading to the temporary suspension of militant activities while the war effort lasted.

A more personal dimension of Molly De Morgan's involvement in the women's suffrage movement emerges from several letters from Emmeline Pankhurst addressed to her in 1915. Both women appear to have enjoyed a fairly close relationship, as evidenced by a missive in which Emmeline tells Molly how much she looks forward to visiting her, or by another letter in which Emmeline sends Molly heartfelt sympathy following her mother's death.

Molly De Morgan's story is extraordinary and fascinating in equal measure. It reveals many interesting aspects of women's fight for equality, and how their legacy has been preserved and inspired later generations of women. Her papers and those of her family can be accessed at Senate House Library, which is the central library for the University of London and the School of Advanced Study.

Among the stories the exhibition will tell is that of Mary Beatrice De Morgan (1873-1953), also known as Molly De Morgan, professional singer, writer and women's suffrage activist. Molly's involvement in the suffrage movement is no surprise given several members of her family, including her grandmother Sophia De Morgan (1809-1892), were involved in social and educational reform, anti-slavery campaigning and the early days of the women's suffrage movement.

Molly's personal papers held in the archives at Senate House Library reveal a life well lived and provide a vivid account of her involvement in political protest at a time when women's right to vote was still an aspiration rather than a reality. She was an active member of the Women's Social and Political Union (WSPU), which represented the militant branch of the women's suffrage movement led by Emmeline Pankhurst. Molly's membership card, alongside other ephemeral items including a small badge with the WSPU logo, a piece of ribbon imprinted with the words 'Votes for Women', and a delicate floral buttonhole in green, white and purple, the colours of the WSPU, have been preserved among her personal papers.





# Tudor Women

## African women in early modern England

Dr Miranda Kaufmann, a senior research fellow at the Institute of Commonwealth Studies, provides a tantalising glimpse into the lives of some of the pioneering African women who lived and worked in 16th- and early 17th-century England.

The presence of African women (and men) in 16th- and early 17th-century England shows that black British history stretches back centuries. They lived in a world where skin colour was less important than religion, class or talent – before the English became heavily involved in the slave trade, and before they had properly established colonies in the Americas. The stories of these women demonstrate resilience, resourcefulness and a desire to integrate.

African women, like African men, came to England in three ways. Some arrived from Africa with English merchants, like Mary Fillis who arrived from Morocco aged six or seven in 1583 or 1584. Some arrived from southern European countries with larger black populations, like Mary and Grace, servants to the Portuguese doctor Hector Nunes. Or, they came as a result of privateering, where English ships captured Spanish or Portuguese vessels with Africans on board or raided Spanish ports in the New World. An example is those who joined Francis Drake's ships when he raided the Caribbean in 1585–1586.

### Advancement

Once they arrived in England, most women became domestic servants. In larger households, they had specific roles, like Grace Robinson, a laundress at Knole in Kent. In smaller homes, they had a wider range of tasks, but still had the opportunity to acquire certain skills. By the time she was 20, Mary Fillis was working for Millicent Porter, a seamstress in East Smithfield. There, she would have learnt how to

sew, which may have enabled her to make her own living after her mistress died in 1599.

Some women became independent, perhaps after being left a bequest by a former master or mistress. One example of such independence is Cattelena, described as a 'singlewoman', living in Almondsbury, Gloucestershire, in the 1620s. An inventory of her possessions made after her death valued them at £6 9s 6d. The most valuable was a cow, an extremely useful resource.

### Acceptance

Baptism indicates that African women were accepted into the community. We know more about the 1597 baptism of Mary Fillis than most because the parish clerk of St Botolph's Aldgate wrote a long description of the event. We learn that Mary was the daughter of 'Fillis of Morisco', a Moroccan basket weaver and shovel maker. When the curate of St Botolph's asked her 'certain questions concerning her faith', she answered him 'very Christian like', and when he asked her to say the Lord's Prayer, and to 'rehearse the articles of her belief', she 'did both say and rehearse very decently and well'.

This performance would have required a good understanding of the English language, and serious instruction. A large congregation of 'divers others' may be due to the curiosity of parishioners, but it also represents a ritualised welcoming of the new convert into the community. The words of the prayer book ordained that the convert be 'grafted into the body of Christ's congregation'.

### Marriage

Besides this acceptance, another reason Mary Fillis may have wanted to be baptised is so that she could get married. While some African women married African men, most had relationships with Englishmen. This was due to the relatively small number of Africans living in England at this time. Some of these relationships were marriages.

In 1600, 'Joane Marya a Black Moore' living in Bristol was 'now the wife of Thomas Smythe'. There is more evidence of extra-marital relationships. 'Grace, a blackamoore' was accused of 'living incontinently with Walter Church' in Stepney in 1632. In 1606, Mary 'a negroe' told the Bridewell Court that 'one John Edwards... had the use of her body twice and she is

with child by him.' At least 26 illegitimate children were born to black mothers between 1578 and 1640. There is very little evidence of African women working as prostitutes at this time. There is more evidence of African men visiting English 'whores'.

One exceptional woman who did work as a prostitute in 1620s Westminster was Anne Cobbie, a 'tawny Moor'. This description suggests she had relatively light skin, and so perhaps was from one of the 'Barbary States' of North Africa or, even, given her English surname, the mixed-race child of a black Tudor and an Englishman or woman. It was said that men would rather give her a 'piece' – a gold coin worth 22 shillings – 'to lie with her' than another woman five shillings 'because of her soft skin'.

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*Such is the privilege of our country... that if any come hither from other realms, so soon as they set foot on land they become as free in condition as their masters*

### Freedom

In 1569, an English court ruled that 'England has too pure an air for slaves to breathe in'. As William Harrison explained in his *Description of England* (1587): 'such is the privilege of our country... that if any come hither from other realms, so soon as they set foot on land they become as free in condition as their masters'.

This explains why Cattelena was able to own property, why women like Mary Fillis were baptised and welcomed into their parish communities, and why Anne Cobbie was able to receive money for her services. Though their lives were hard, they were free.

With fewer enduring prejudices, African women were able to develop skills and even gain independence using assets bequeathed to them. Their stories challenge the traditional narrative that racial slavery was a direct import to colonial Virginia from Tudor England, and force us to re-examine what caused perceptions to change so radically.





# Breaking Barriers For one and all

BY BINDA RAI AND ALISON MCCARTY

The two women conferred with honorary degrees at our 2018 Graduation Ceremony have been instrumental in breaking professional gender barriers. Their pioneering approach, endeavour and generous contribution have led to remarkable accomplishments and a legacy of establishing new opportunities for women.

## First Chair in Accounting

Professor Susan Dev OBE, Professor Emeritus of Accounting at the London School of Economics and Political Science (LSE), broke significant gender barriers by becoming the first female Professor of Accounting in the UK.

Expected to become a teacher upon leaving school, Professor Dev instead became interested in professional accountancy, joining a small firm of Certified Accountants in Guildford.

After achieving top marks worldwide in her final professional accountancy examinations held by the Association of Chartered Certified Accountants (ACCA) in 1964, she joined the London School of Economics and Political Science (LSE) in 1966, becoming the first female Chair of Accounting in 1979.

Her distinguished practical experience, together with sustained academic excellence, placed her among the most accomplished accounting professionals in the world.

Awarded an OBE in 1992, Professor Dev achieved further distinction in the profession by becoming the first woman to receive the British Accounting Association's prestigious lifetime achievement award in 2004.

## Promoting access to degrees

Since the 1980s, Professor Dev has had significant involvement in the development, management and assessment of the LSE courses (EMFSS) offered by distance learning through the University of London.

She has visited many teaching institutions to monitor teaching and practices, and has acted as joint- and sole Chair of the Board of Examiners, presiding over the assessment of more than 13,000 candidates per year.

Throughout her career, Professor Dev has paved the way for others to follow in her footsteps. In 2008, to coincide with her retirement from the distance learning programme, she established the Susan Dev Scholarship programme, allowing a talented student to come and study on campus at LSE.



Professor Susan Dev OBE at the 2018 University of London graduation in London.

The recipient of that award was Shalini Mittal from India. After completing our Diploma in Economics with Distinction, she was admitted to LSE to study for a BSc in Economics. Mittal graduated with First Class Honours and was subsequently offered a place on the MSc Economics programme.

"The Susan Dev Scholarship made it possible for me to attend a prestigious university like LSE," she said. "Not only did I make some of my best friends here, but it was vital in providing me with a unique learning experience right in the centre of London."

Both for her work as an accomplished scholar, and as a donor who has provided generous support to the University of London, Professor Susan Dev OBE is a role model for all women looking to excel and reach the top of their professions.

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*Her distinguished practical experience, together with sustained academic excellence, placed her among the most accomplished accounting professionals in the world.*





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*Being the first lady barrister in my country, I wanted to create a path that would enable the women in our country to create their own destiny and enhance their social status so they could help others.*

Above: Dr Rabia Bhuiyan at the 2018 University of London graduation in London.

**A pioneer in the legal world**

Dr Rabia Bhuiyan, a globally celebrated lawyer and the Principal and co-founder of the Bhuiyan Academy, is a pioneer in Bangladesh’s legal world.

Among her countless achievements, she was the first practising female lawyer and barrister in Bangladesh, the first woman to sit on the Executive Committee of the Supreme Court Bar Association in Bangladesh, and the first woman Speaker in the Bangladesh Parliament. She also became the first female Vice President of the Co-ordination Council of Human Rights in Bangladesh (CCHRB).

As each community in Bangladesh maintains its own laws, Dr Bhuiyan has worked tirelessly to cut through the legal quagmire in order to highlight the plight of women in Bangladesh, who are often considered to be adversely affected by the legal system.

“In 1973 there were only a few female lawyers in Bangladesh. It took time for society to realise that women lawyers are also capable of doing cases,” she recalls of her early career. “I used to be the last choice, once clients had exhausted all other options.”

Her perseverance led her to represent victims of domestic violence, discrimination, unlawful marriage and divorce practice, ensuring legal rights were upheld and cases fairly considered. This has resulted in many landmark court decisions in favour of women in Bangladesh.

**A natural leader**

Dr Bhuiyan became further involved in securing social and legal equality for women when she served as Minister of Social Welfare and Women’s Affairs from 1985–1987. Her advocacy for the Family Courts Ordinance (1985) has helped millions of poor women in Bangladesh access maintenance and dower money at minimum cost.

In 1999, she was offered a Clarke Scholarship to complete her LLM at Cornell University, before being awarded a research doctorate in law (JSD) from Cornell in 2007. Such professional and academic accomplishments have empowered Dr Bhuiyan to break through the ranks as a leader in education and law.

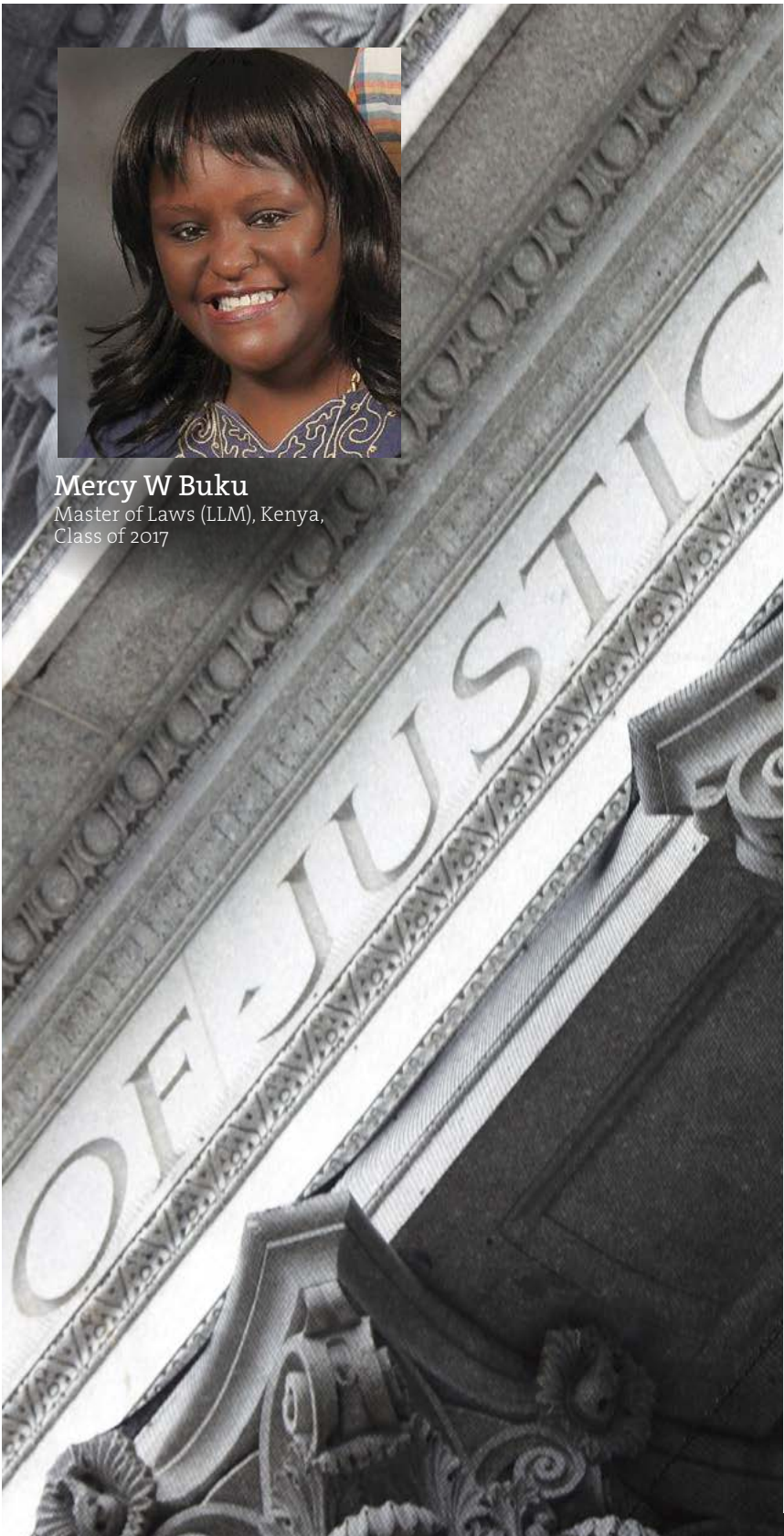
Furthermore, her appreciation for higher education and its power to change lives saw her become the Principal and co-founder of Bhuiyan Academy in Dhaka, which supports University of London law students in Bangladesh.

“I wanted to do something for the women in our country,” she said of its founding. “Being the first lady barrister in my country, I wanted to create a path that would enable the women in our country to create their own destiny and enhance their social status so they could help others.”

With such success comes immense responsibility, and Dr Bhuiyan’s work has shaken the legal, political, social and educational systems of Bangladesh in favour of equality and opportunity for women. She demonstrates the enormity of what women can achieve with dedicated advocates on their side.

**Leading women**

Our two honorary graduates embody the pioneering work undertaken by the University of London and its people to advance access to education. They emphasise the University’s global reach and its promotion of gender equality and educational opportunities for the next generation of women.



**Mercy W Buku**  
Master of Laws (LLM), Kenya,  
Class of 2017

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I wish to encourage all those senior women out there who may feel they missed out on opportunities to further their education, for whatever reason. It’s never too late to go back to school and achieve your goal. Just stay focused, believe in yourself and you will succeed.

**Mercy W Buku** is a Legal and Risk Consultant, Banking and Mobile Payments.

After completing her LLB with the University of Nairobi in 1988, Mercy was called to the Kenyan bar in 1989. She sat professional exams in banking and anti-money laundering, then enrolled for the University of London LLM in 2015 after taking early retirement from her career as a bank lawyer.

As over 25 years had passed since her last major exam, Mercy began with a single module to build her confidence. Once she passed the module, this gave her the momentum to begin the programme in earnest. She sat the remaining 15 papers between 2016 and 2017, passing each one successfully at the first attempt.

Mercy describes the process as an ‘incredible journey’, and believes that the flexibility and convenience of the programme suits international students of any age who wish to further their education.



# A VOYAGE OF THE MIND

BY PROFESSOR SARAH CHURCHWELL

Although I probably shouldn't admit this so easily, this spring marks the 20th anniversary of my receiving my PhD, which is the kind of realisation that can give a person pause. I had no idea – not an inkling – when I finished my thesis of the journey it was about to initiate, which took me across the Atlantic and towards a career I would have been astonished to learn I could have.

**M**y thesis was one of the first 'cultural studies' topics the English department at Princeton University approved, and it was certainly considered anomalous, not to say eccentric. My topic was the posthumous writing about three women who had become famous for dying young – Sylvia Plath, Marilyn Monroe and Janis Joplin. It combined biographical criticism, reception theory, gender theory and whatever else I could throw at it, but I knew it had something real to say.

The eminent American historian Sean Wilentz often referred to it genially as "the famous dead chicks dissertation." (I liked to think his use of "famous" in that construction was what rhetoricians call a 'zeugma,' meaning that it could apply both to the dead chicks and to my thesis.) Others were less genial. When I asked one senior woman professor, who was advising my peer group on how to get jobs with their traditional topics, what I should do in looking for an academic job with my unconventional subject, she told me (in public) that I should have thought about that before I wrote the thesis.

## Life lessons

I hadn't thought about anything so strategic as what kind of job I could get; I was only thinking about whether I had something interesting and autonomous to contribute to a cultural conversation. It turned out that the woman professor was wrong, too, for a very simple reason that only gradually became clear to me. Lots of people are interested in Marilyn Monroe and Sylvia Plath (and to a lesser extent in Joplin); I was far from the only one. And I had immersed myself in understanding how they were written about culturally, how they were

mythologised, and how their being women played into their cultural construction. To my surprise, people wanted to hear what I had to say. My first book, *The Many Lives of Marilyn Monroe*, came out of my PhD and was widely reviewed, and to my even greater amazement, people were largely appreciative of what I was trying to do. I published some academic writing about Plath and Ted Hughes, and then I began writing journalism about them, which I have continued to do for 20 years. Last year the first volume of Plath's unabridged letters was published, and I had the privilege of joining the actress Eve Best on a stage at the Charleston Small Wonder Festival for a reading and discussion of Plath's life and work. This autumn volume two will be published, and organisers are planning something similar. If you had told me 20 years ago that this would be the outcome of my thesis, I would have found it a lot easier to shrug off that woman professor's sneering.

## Not just a pretty face

I've been thinking about all of this while I've been working with the University of London on our Leading Women campaign to honour the nine women admitted to the University in 1868, the first time women in Britain were admitted to higher education. In 1955, Sylvia Plath was awarded a Fulbright scholarship to study English literature at Newnham College, Cambridge – a college for women, as she would not have been admitted to any of the men's colleges. She met Ted Hughes while she was there; after they married, she kept the marriage secret for fear her Fulbright would be rescinded.

It wasn't, but the point is that she operated in a world in which women were routinely discriminated against, and married women discriminated against in different ways. Janis Joplin attended the University of Texas at Austin for a few years, but never graduated. While there she was voted 'Ugliest Man on Campus.' This may have contributed to her decision to leave.

Marilyn Monroe, meanwhile, never graduated high school. She was married to a man she barely knew a few days after her 16th birthday in order to avoid being made a ward of the state of California, when her foster family moved across the country and decided they didn't want to take her with them. Because Norma Jeane was attractive, they were able to basically sell her off. That was in 1942, the year my mother was born. My mother was admitted to the postgraduate law programme at Northwestern University, one of three women who matriculated that year. She dropped out in her second year, after a male professor announced to a large lecture hall: "Well, gentlemen, we got rid of the other two girls, let's see how long it takes us to get rid of the last." (Such, at any rate, is the story I've been told.) Marilyn Monroe, meanwhile, remained sensitive about her lack of formal education for the rest of her life. She was a committed autodidact, often photographed reading serious books, and just as often roundly ridiculed – the 'joke', of course, being that she didn't understand them, or was just posing with them, because how could a beautiful woman be interested in serious reading?

## Pay it forward

For me, a generation later, there is no question that my education opened all the doors I walked through. No one laughed at me for reading, or tried to bully me out of getting a PhD, and if some laughed at me for wanting to write about popular women, well I feel like I've pretty firmly had the last laugh. Plath once told her mother that she was at Cambridge not merely to take a course, "but as a fight to earn my humanism through the centuries of philosophy and religion in this world. It is a voyage of the mind; to true knowledge and not just opinion and belief." Women are still fighting to earn our humanism, to find true knowledge, and education remains the primary route to achieving them. Education is probably the most effective system ever devised for the redistribution of privilege, and that's why it's so important to honour the women who have paved the way for the rest of us; and for the rest of us to keep paving the way for each other.

Photo credit: Marilyn  
Relaxes in a Hotel Room  
By Michael Ochs Archives,  
Getty Images





# Linking Gender Inequality and Infectious Diseases

BY HEATHER RICHARDS

There is a picture at the end of the TEDx Talk by Dr Zarir Udwadia that stays with you. It is a picture of a woman, with her young daughter, who is the pivotal subject of the talk. The picture is placed at the end of the talk to act as a period on a very long and arduous sentence.

**T**he young lady, Salma, had suffered for more than five years with a highly resistant strain of tuberculosis, an infectious disease that the public health community thought they had under control. She had traveled far and wide in search of a cure but was unable to find one.

The picture is provocative for two reasons. One, this woman had a set of unique circumstances that made a treatable illness fatal. And, two, the young daughter on her lap is exhibiting the same symptoms, leaving the viewer to infer that the child may suffer the same fate. It is impossible to not be moved by the impassioned speech of the doctor and to subsequently be compelled to ask questions beyond why? One of the questions, maybe the most pertinent one, has to do with the unique set of circumstances that made her a likely victim of a curable disease.

## Gender inequality

To discuss this from a point of view that takes account of the status of women, we must take a few steps back and recap some familiar facts: for every dollar a man makes, a woman makes 76 cents or less for the same level of employment; workplace trajectories for women and men diverge after parenthood; women are three times more likely to be sexually harassed in the workplace than men. Statistics loom large when discussing women and pay equity, women and violence and so many other issues; unfortunately, it is no different when discussing women and disease burden.

There are a number of statistics in terms of heart disease and other chronic illnesses where being a woman can be detrimental to one's health. The original research into these diseases did not take into account a woman's differing physiology. From an infectious disease standpoint the trend continues. In public health, women have a higher risk of morbidity and mortality. In essence, women are at higher risk of contracting an infectious disease and of succumbing to it.

One would never imagine that gender inequality extended to the transmission of infectious diseases. Infectious diseases appear to be random in terms of transmission. The final effects might be based

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*One would never imagine that gender inequality extended to the transmission of infectious diseases.*

somewhat on the individual – immuno-compromised or not, age, health status, etc. but gender would seem to be far removed from the equation.

## Disease burden

Statistics only give us part of the picture. The perspective begins to shift once one takes into account the social aspects of infectious diseases. Gender is a fundamental social aspect of disease burden due to the variation in vulnerability to disease resulting from differing levels of access to health care, gender roles and women prioritising the health of other family members ahead of their own.

Researchers of tuberculosis, the disease that affected Salma, began to see a rise in cases of the disease globally among women and found the reason for the rise was not the lack of public health interventions to reduce the burden of disease, which was the initial theory. Rather, the cause was the underlying social, political and economic situation. The same can be true of other infectious diseases that plague communities worldwide. When international health organisations began to analyse the data from a gender standpoint, they found that exposure, division of labour, access to health care and social norms put women at an increased risk of transmission of disease. For example, being unable to negotiate safer sex practices, such as condom use, due to social norms increases a woman's risk of HIV infection. Researchers concluded that it is important to integrate a gender perspective into public health policies aimed at combatting infectious diseases.

## Female empowerment

The picture appears bleak but a study examining pathogen prevalence in the United States over six decades from 1951 to 2013 found an interesting link – marked reductions in gender inequality led to dramatically lower rates of infectious disease in women. This was noted as

one of the strongest relationships that had been observed in gender inequality research. These researchers, in 2016, discovered what could already have been inferred from the statistics: a direct relationship between the prevalence of infectious disease and gender inequality.

The road along the movement of female empowerment, including a disproportionate disease burden, does not have to be littered with pictures of women who have suffered at the hands of how society has valued the status of their gender. The more equality is valued in a society, the less likely it is that the burden of infectious diseases disproportionately affects women.

Heather Richards is a MRes Social Research graduate and public health professional focusing on environmental health and infectious diseases. She recently completed her PhD in Public Health with a focus on infectious diseases and health inequity. Heather is currently on a fellowship in Tropical Disease Research at the World Health Organization.



# BUILDING A BETTER FUTURE FOR GIRLS

BY DR KEITH MCDONALD



Getting the best start in life is vital – not only for individuals, but also for communities and local economies. Sadly, this is far from guaranteed in many parts of the world. A new consortium is investigating the experience of adolescence for girls, particularly in the Global South, to offer recommendations for physical and psychological support.

**W**e all have different memories of our teenage lives – a time associated with risk, defiance, and imbalanced hormones. Often, there are many we prefer to forget.

Nevertheless, it's a vital part of our development. The years between 10 and 19 are increasingly recognised as the time to encourage ambitions, build positive futures, and move away from the effects of poverty and inequity.

Yet, in some areas of the world, this process can be severely disrupted. Girls in the Global South can find themselves forced into marriage or subjected to pressures that limit their development and future possibilities.

## Waking up to problems

UNESCO research shows that adolescence can be the time that flattens out girls' education. Girls also become particularly susceptible to sexual violence, pregnancy, disease, and even suicide.

A number of these welfare factors have been addressed by the UN's Sustainable Development Goals (2016), which include meeting the nutritional needs for adolescent girls, eliminating violence against girls, and improving sanitation and hygiene. But making these happen is another issue entirely.

One reason that schooling rates fall for adolescent girls is that families seek to protect them from

violence, especially where sexual purity is considered important. Research suggests this is a legitimate concern: in some countries rates of sexual violence have worsened where greater numbers of girls have gone into education and employment.

Many such complexities are not easily transformed. Acute poverty, for instance, not only lowers access to education, it can also drive adolescent girls to put themselves at risk by engaging in sexual relationships with much older men for financial benefits. Religious and socio-cultural traditions can also impose severe restrictions and controls upon girls' lives.

In this context, girls become increasingly vulnerable to health risks. Practising good hygiene can be challenging if there is limited access to sanitary supplies or clean water or if girls face scorn or punishment from their families. If pregnancy occurs during teenage years, there can be risks from malnutrition or any complications that go unmonitored.

There are also major risks to mental health, particularly where the anxieties formed by the biological effects of puberty combine with the isolation that many girls experience once they are withdrawn from school by family or husbands. Victims of sexual violence also suffer from the trauma of their encounters.

Many adolescent girls do not have control over their own health care, or may find their access restricted by location or cost. They may also lack basic education about sexual health and psychological wellbeing.



### Working towards solutions

It's clear from the range of challenging issues that progress will require governments, civil societies, charities and citizens to work together towards a common goal.

One step in the right direction is a new consortium, Gender & Adolescence: Global Evidence (GAGE), which is making recommendations and monitoring progress towards these goals. Funded by the UK Department for International Development, GAGE has identified areas that require a careful approach to achieve positive outcomes.

Changing social norms is one particularly challenging objective because of how firmly these are ingrained within local and national communities. GAGE recommends dialogue-led approaches, especially with influential gatekeepers such as religious leaders. One example is parent focus-groups, which help to encourage the development and ambitions of local children.

Current initiatives include work with communities to generate recreation zones for girls to socialise. These 'safe spaces' promote emotional and psychological wellbeing by reducing isolation and encouraging girls to form the supportive networks that cultivate trust in others and confidence in themselves.

Some programmes are working to provide girls with essential items, including uniforms and sanitary supplies. This offsets economic disadvantage and reduces the risky behaviours girls may pursue in search of money that could lead to exploitation.

However, a lot of work and co-ordination is still needed to construct the environment that enables girls throughout the developing world to become the women they wish to become. GAGE acknowledges that it is not just simply a case of strengthening empowerment for girls, but also providing support for families and local communities.

### Understanding more about adolescence

There is still a great deal to learn, not just about the use of interventions but also about the experience of adolescence. Recent breakthroughs in neuroscience suggest that 'adolescence' is no longer exclusive to Western children as once thought, but more of a uniform experience.

GAGE intends to analyse the effectiveness of intervention programming, as there is a lack of holistic evaluative knowledge to inform the most efficient allocation of resources.

For instance, there is mounting evidence that certain interventions are best timed at different ages. Keeping girls in school is most effective from early adolescence, while sexual education is best suited to older girls (when parents and teachers become less resistant). Yet, many programmes don't currently segregate by age, so some efforts become misplaced.

GAGE seeks to drive this evidence into practice. It will also investigate how long interventions should last and how intensive they should be – an area where evidence is lacking – and how goals might be achieved with resources available.

Certain types of clustered support programmes might prove more effective than individual schemes, while some areas of support such as schooling can catalyse change for girls by offering numerous positive impacts over single gains.

### Breaking the cycle

Some of the testimonies sourced by GAGE reflect poignant signs of generational gender preference, even at a young age.

A 15-year-old girl from Rwanda's Nyaruguru district speaks with pride about her prospects. But when it comes to children, she notes: "I would like to have a boy first because girls can bring trouble, like early pregnancy".

It's profoundly affecting, and reflects the importance of a future where continuous cycles such as gender prioritisation are broken so parents identify positive opportunities for both genders and raise their children to be self-empowered citizens.

This article references the GAGE Conceptual Framework and its Agenda for Policy and Action to Support Girls through Puberty and Menarche (2017). Both are available along with the latest studies at: [gage.odi.org](http://gage.odi.org)

With thanks to Dr Ernestina Coast (LSE), co-author of the Agenda and other GAGE-led research.

## Fact file: 17 Goals to transform our world

In 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals.

### Goal number 4: Quality education

Ensure inclusive and quality education for all and promote lifelong learning

Obtaining a quality education is the foundation to improving people's lives and sustainable development. Major progress has been made towards increasing access to education at all levels and increasing enrolment rates in schools particularly for women and girls. Basic literacy skills have improved tremendously, yet bolder efforts are needed to make even greater strides for achieving universal education goals. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.

### Did you know?

- More than half of children that have not enrolled in school live in sub-Saharan Africa
- An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas
- 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women

### Goal number 4 target:

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Find out more: [un.org/sustainabledevelopment/education](http://un.org/sustainabledevelopment/education)





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# EVENTS

#UOLWorldClass pictures from around the world

## CANADA 07.17

On a sunny evening in Toronto, students and alumni gathered for drinks and dinner at Jump restaurant on Saturday 15 July.



## MALAYSIA 10.17

Alumni gathered at the home of the British High Commissioner in Kuala Lumpur for a lively discussion on 'Arbitration is not about *just* settlement, it is *just* about settlement'.



## BANGLADESH 11.17

On the evening of Friday 24 November alumni gathered for a dinner at the Le Meridien in Dhaka. A wonderful evening was had by all and many a selfie was taken.



## SRI LANKA 02.18

On Friday 9 February as the sun set over Colombo, alumni gathered at the beautiful Botanik Terrace for the annual alumni reception. It was truly a #UOLWorldClass evening!



## UK GRADUATION 03.18

In the year that we celebrate 150 years of access to education for women at the University, the alumni stand asked its visitors to highlight the #LeadingWomen in their lives and who were graduating on this special day.



## SINGAPORE 04.18

As part of #LeadingWomen, alumni in Singapore attended a panel discussion on 'The Face of Leadership and Strength of Diversity', including thought-provoking debate from the audience.



## UK 06.18

The UK weather was kind to us as guests arrived at the Tower of London on Friday 8 June. The evening started with a tour of the grounds led by a Yeoman Warder. A fantastic London landmark for a night of networking and socialising for our students and alumni.





Me in London

August 2018

It's been a bit lonely for Bloomsbury traveling by himself over the years. To see his next adventure and find out who will be going around the world with him from now on, follow **@\_londonu** on Instagram



**Sonali Wanigabaduge**  
Bachelor of Laws (LLB), Sri Lanka, Class of 2007

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Our educated youth and professionals need to realise the profound responsibility that is vested in them to enable the society we live in. The only way to move into an era of meaningful and sustainable development is by engaging all stakeholders to ensure coherence and policy stability in order to foster an inclusive system that is equal.

**Sonali Wanigabaduge** is a lawyer by profession and currently reviews legal affairs for the news division of one of Sri Lanka's most prominent private sector media organisations. She is also a state award-winning news anchor and television talk-show host. Through her work, Sonali spreads awareness of issues including national unity and reconciliation, the expedition of legal reform in Sri Lanka and rights for migrant workers. She engages with state sector officials and administrators, members of parliament, academics and private sector professionals to campaign for reform in areas such as law's delay, education, and modern-day slavery. She believes that progressive legal reform and policy implementation, together with public awareness, is the most effective route for the development of Sri Lanka.



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