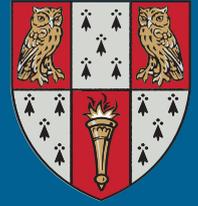


HUGHES



THE MAGAZINE OF HUGHES HALL | UNIVERSITY OF CAMBRIDGE

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The Edwin Leong Library – open 24/7

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Introduction

Dear alumni and friends

‘Same stew. Different gravy.’

In the middle of my first year at Hughes Hall, I am reminded daily about what a different kind of college this is compared with so many other Oxbridge colleges. After 20 years in Oxford, the ‘same stew; different gravy’ view of my relocation across country applies, but at Hughes Hall itself, the ‘gravy’ makes for a very different stew than I’ve even found across Cambridge.

I’m impressed by the scale of ambition at Hughes Hall and even more by the vision to deliver it through academic excellence and via the Bridge.

The growing portfolio of research translation initiatives makes for a college with a plan and a palpable excitement that goes with the process of delivering on that plan. Our agenda to play a significant role in the research translation ecosystem within Cambridge is central to the contents of this edition of *Hughes* and our view of the college’s future identity.

The most important task during my first year here is to engage you, our alumni and members, in the business of the college by conveying the excitement around what is happening. As we build our toolkit of research translation skills and resources, there will be many opportunities for you to participate. We are also looking to make new friends beyond the Hughesian family who might find our unique brand of interdisciplinary research translation compelling, and to which they can add value in terms of their own knowledge, networks and resources.



We are an extraordinary community and I’m very happy to be a part of it as we look to make a difference in the world. In this Lent term issue, we want to give you a flavour of the leading initiatives that are underway. Funding and new teams are in place for the Cambridge Institute for Future Education Research, climate change engagement, and an expanded commitment to law at Hughes Hall. We hope to be able to tell you about a great deal more in subsequent issues.

I’m looking forward to meeting many of you either in Cambridge or on our travels to alumni gatherings worldwide over the coming year. In the meantime, please send us your news – and why not include a visit to your college in your travels soon?

Yours

A handwritten signature in black ink, appearing to read 'WJ Conner'. The signature is fluid and cursive, with a long, sweeping underline.

William J Conner

By-Fellow and Director of Institutional Advancement

A CLEAR FOCUS

The President describes the 2020 vision for Hughes Hall



Dr Anthony Freeling

Turning research into reality

As the world stumbles into the 3rd decade of the 21st century it could be all too easy to become disheartened. The global challenges have become ever more profound and complex: we are facing the emergency of climate change and the need to find positive individual and international measures to overcome this; strife and division is compounded by our inability to communicate effectively within and across societies; and underlying all this, immense issues affect all our lives with the accelerating expansion of digital technologies and AI.

Yet if the problems are myriad, so are the opportunities.

Like all Cambridge colleges, our single most important mission is the education of our 800 students. However, our single most *distinctive* aspect is the nature of our academic work. Many of the best international institutions carrying out advanced research now focus – as we do – on putting research into practice in the ‘real’ world; a smaller number actively feed back practice from that world into research. At Hughes Hall we want to go a step further. At the very core of our work we aim to lead the translation of research into impact.

Consequently, as President of Hughes Hall, I suggest – somewhat provocatively – that of all the Cambridge colleges, Hughes Hall is perhaps the best placed to provide some real solutions to such global problems. At Hughes Hall we are committed to turning inspirational ideas into practical reality. This issue of the *Hughes* magazine indicates some of the ways in which your college is doing this.

Colleges evolve

How can a college born out of an inability of Cambridge to keep up with the times, that began life training women to teach at Crofton Cottages in the Victorian backwater of Newnham, and only received full collegiate status in 2006, dare to make this claim?

Ask someone – even a Cambridge alumna – to describe their notion of a Cambridge college and what do you get? Beautiful but cloistered, insular, ancient, elite...a concept that may have survived the dissolution of the monasteries, but remains oddly monastic. The implication is that these colleges are something to treasure, but arguably less relevant for today and certainly not the inclusive and

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At the very core of our work we aim to lead the translation of research into impact.



In July 2019, we were delighted to welcome Dr Edwin S H Leong, Hughes Hall Pfeiffer Fellow, highly regarded philanthropist and college benefactor, along with his family to open formally the library named in his honour. Dr Leong has long supported Hughes Hall and was instrumental in enabling the college to invest in the elegant Edwin Leong Library that has been an invaluable resource to our community of students and researchers since 2009. A decade after the library first opened its doors, the visit gave us an opportunity to celebrate Dr Leong's role and to mark his inaugural visit to the college, to Cambridge and to the UK.

dynamic source of ideas that will help to deliver a brighter future in a complex and uncertain world.

We at Hughes Hall beg to differ. Colleges evolve.

Seemingly frozen in time, colleges are ever changing. The simplest example of this is how colleges renew most of their active community over just three years. At Hughes Hall, our founding ethos, our relatively small size and our lack of a comfortable endowment have meant that over the last 135 years, we have been ready to evolve more than most. Whenever we have needed to change, we have done so with enthusiasm. Consequently, we are in an ideal position to reinterpret in the 21st century what it means to

be a true community of teaching and research that prepares all its members to engage in the world's most challenging issues.

This may be a bold statement for a college of modest means, but it builds on our fundamental beliefs about our purpose and how we conduct ourselves.

Hughes Hall is a community of builders and translators. We are probably the most international and diverse of the Cambridge colleges in membership, and our perspective has always been inherently global. (Our founding Principal, Elizabeth Hughes, went on to become a visiting professor in Japan in the early 1900s.) We are cosmopolitan in character and egalitarian in ethos.

We respect our history and the achievements of Cambridge's past, but we know that the future demands the difference that we can bring. Our purpose – indeed our mission – is to improve societies worldwide through excellent teaching and research. But to do this requires a specific mindset that permeates our actions, and that mindset is to bridge the academic and external worlds.

A clear priority

When I was elected President in 2014, we knew that the college had some great strengths, but once again needed to be open to a new direction. We were a largely graduate college, which provided a point of difference, but we had yet to explore

how Hughes Hall could be distinctive within the constellation of Cambridge colleges. That was a clear challenge for a new President to address!

By coincidence, 2014 was also the first year that the new Research Excellence Framework (REF) was carried out. One of the three distinct elements being assessed in submissions was the impact research was making beyond academia. I was surprised to hear that some academics resisted the inclusion of impact as a core part of research assessment. Yet it seemed obvious that across many academic fields impact was exactly what the University should be striving for. (And yes, of course there are many areas of research done NOT for impact, and we should vigorously defend the rights of those academics to do basic science or become scholars in Assyrian manuscripts as well. But impact is not a dirty word and it is not unreasonable for many funders to look for it.)

I also knew from my own experiences and those of friends and colleagues across government, business and the third sector, that Cambridge did great research and had a great reputation but could do much more to translate that into the external world. The University did not appear to focus as much time and effort on translating research into impact as some other leading institutions. Unless this changed it would be in danger of slowly dropping down the international rankings.

Hughes Hall being part of that change was a clear priority.

University students and academics alike often did not know how to engage effectively with policy-makers, with practitioners or commercial organisations to persuade them to apply their research. Outside

organisations could not navigate the maze of Cambridge institutions to find the individual who might have the expertise they needed. There was a cultural mismatch between academia and the outside world. Both groups found the cultures of the other bizarre and unfamiliar, both in attitudes and in time frames. They frequently had different views on what the work actually was – and too often, agreements were signed without that ever becoming explicit.

A determined outward focus

At the start of my presidency, the good news was that there had been a great deal of thinking about these topics at Hughes Hall over the previous few years, but this thinking had yet to be transformed into a defined strategy. However, the hard work had already been done. This meant it was possible in just a few weeks to build consensus through workshops and meetings and the Governing Body enthusiastically agreed a new vision. At the core of the strategy document was our definition of Hughes Hall's Purpose and Mission:

'To improve societies worldwide through excellent teaching and research, bridging the academic and external worlds, and to foster an interdisciplinary environment that is global in outlook, egalitarian in ethos and cosmopolitan in character.'

Achieving this, of course, required us to get our finances in order, to ensure our operations were capable of delivering what we wanted to achieve, and to develop a broader leadership group amongst Fellows and staff. But mostly, it created the opportunity for a distinctive academic identity based on focusing on our areas of strength combined with

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our perspective has always been inherently global

research translation, in our new interdisciplinary Centres.

Hughes Hall was already strong in several relevant disciplines – we had many academics in medicine and the life sciences; we had a track record in law and had recently recruited a Law Teaching Fellow; and we remained the second largest college for education through PGCEs. These are each disciplines with a direct relation to the external world and we wanted to build on these. Unburdened by the weight of tradition (except, perhaps, for a radical tradition!) we are nimble enough to respond swiftly to changes and opportunities in a constantly changing world, and to turn our perceived weaknesses into strengths. We have been able to invite international leaders in other fields to be Fellows and Senior Members. And even our physical location – for too long viewed as a weakness for not being in the collegiate centre – is becoming an attraction, with proximity to the station, the tranquil atmosphere around Fenner's cricket ground and the contrasting multicultural buzz of Mill Road.

We were very fortunate that three of our most senior Fellows grasped the opportunity to create independent Centres to translate their research into impact. As these developed, they faced the challenges of small academic start-ups. It became obvious that the potential was enormous, but we needed to provide a more supportive environment that engaged a broader

cross-section of membership: students, alumni, Fellows and Senior Members.

Such observations logically led to the Bridge at Hughes Hall. The Bridge combines our interdisciplinary perspective, international nature and external focus. It aims to bring the research and expertise of our academic community to solve real world problems. Through the Centres, we facilitate interaction and connection between academic experts and policy-makers, practitioners and industry leaders, to promote dialogue and innovation.

Colleges have a convening power that Departments typically lack – leaders in government and corporations alike will often accept an invitation to a Cambridge college when they would not come to an academic seminar.

We equip our researchers through programmes such as our Impact Leadership and Translation Stars to progress successfully in their future careers. Our members focus on translating research into practice and products, and maximising the societal, economic and commercial returns from investment in cutting edge research. We take the UN's Sustainable Development Goals as the framework for shaping our policy impact. Our alumni extend our reach worldwide to enhance our impact.

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With a tailored approach to research translation and unique collaborations, we at Hughes Hall aim to become the go-to place for people who want to help turn brilliant ideas into lasting changes.

A bold vision

With a tailored approach to research translation and by unique collaborations, we at Hughes Hall aim to become the go-to place for people who want to help turn brilliant ideas into lasting changes.

These are ambitious aims. We do not have the endowment of many other colleges. However, that also allows us the flexibility to choose what we want to be as we grow, and we can be responsive, dynamic and work within a shorter time frame: some of our pilot projects may be just two years.

Inevitably our commitment to fostering an innovative intellectual environment will mean that we have to create a matching physical one that will enable us to succeed – colleges evolve, not only intellectually but also physically. But more of that aspect of our growth in a future issue of *Hughes*.

We anticipate that the most difficult challenge of the next three years will be maintaining the momentum and ensuring we have the resilience to overcome setbacks, minimise the inevitable failures and learn from them. And always at the core of this will be the clear focus of turning effort into real, quantifiable impact. Our success will be measurable in a range of ways. It will be demonstrated in the creation of new technologies and understanding, and also in providing the social, legal and regulatory insights vital for the successful translation of technologies into policies, products and services that will make our world healthier, safer and more sustainable.

This opportunity is important to me personally. All my life I've been fortunate enough to work with great brands and Cambridge University continues that. I was delighted to be asked to extend my relationship with this college from

being a City Fellow to becoming the President. It was a brilliant challenge to work on a relatively unexplored fresh canvas in the most wonderful university in the world – at Hughes there is so much opportunity and so little tradition holding us back. Engaging in academia again and working in such a vibrant community, I have found the last five years revitalising as we have sought to enable brilliant academics to be proactive in bridging academia and the external world. We have the opportunity and the desire to do something different.

Our vision is to change the world for the better and, in doing so, for Hughes Hall to earn a reputation as a dynamic institution which has a direct positive impact on our people, our partners, and our society – locally, nationally and internationally. We want to be recognised as the place in Cambridge, and indeed the world, where people come to question, to learn, to think about how to change the world – and then do so.

We have chosen to be bold. We hope you will benefit from this boldness as alumni and members, and that you will support us.



Dr Anthony Freeling
President



The Edwin Leong Library



CONFERENCE ANNOUNCEMENT

'Ageing: Perspectives from Cell to Society'

25 February 2020

Hughes Hall is working closely with the Public Health@Cambridge Network and the Cambridge Institute of Public Health to realise the potential of the college as a major hub for translational work in ageing and global health.

At this event, we will investigate how we can enhance individual wellbeing by safeguarding health, increasing resilience and promoting community and wider involvement by activities throughout the life course. The conference at Hughes Hall, organised by the Bridge, will be a showcase for current ageing research and its application to real-world

challenges. Speakers will address issues surrounding ageing, from some of the most exciting scientific challenges, through to the many educational, social, political and economic issues and responses.

Likely themes include ageing as a process, focusing on biological mechanisms; prevention and management of diseases linked to ageing including mental ill-health; the importance of the built and 'lived' environment; technological opportunities and barriers; and the application of social sciences, arts and humanities to encourage greater uptake of broadly accepted preventative measures.

Anyone interested in attending please contact events@hughes.cam.ac.uk

One step ahead of now

Education in the Digital Age has to evolve – but how? Rupert Wegerif, Professor of Education at the University of Cambridge, describes how the proposed Cambridge Institute for Future Education Research based at Hughes Hall could catalyse the vision for education for the next decades.

Hughes Hall – at the forefront of education

In an astonishingly short period of time, the Internet and digital technologies have changed our lives and our world beyond recognition. We are still struggling to understand their impact; at the same time we are exploring the many ways that they can be used. Such technologies obviously hold tremendous potential for education but this has not yet been effectively realised. 'Various attempts have already been made to rethink education in the light of these technologies, but most fail to take account of the emerging new logic of the Internet Age,' says Professor Rupert Wegerif. 'Existing formal education systems are built around the logic of print, and the Internet has a different inner logic. The problem is that we are trying to understand the future in terms of ways of thinking that helped to guide us in the past.'

Established forms of education are being challenged by the rapid rate of change brought about by these technologies in the realm of work and of global citizenship. This has led to an ever greater mismatch between the skills produced by traditional schooling and the skills that employers now want and that people, both young and old, need if they are not only to survive but more importantly thrive as 'global citizens'. Currently, however, there is a scarcity of evidence to support the development of solutions to this crisis in education.

New information and communications technologies, including the Internet, mobile computing, Virtual Reality and Artificial Intelligence (AI), offer innovative possibilities for education. However, many questions, old and new, remain unanswered. These include, but are not limited to:

- How do we rethink education, including higher education, to take account of the possibilities that new technologies offer as well as to respond to the challenges raised by rapid technological changes?
- What do we want to achieve educationally, not just tomorrow but in the next 50 years?
- How can future education best encompass all aspects of education: tertiary, primary, community, secondary, workplace-based and lifelong learning? Consider, for example, retired people and how this impacts on quality of life and even on longevity.
- How do we transform education to incorporate previously excluded voices, not only in the UK but also globally?
- What is the future of intelligence? How should education respond to the challenge of AI?
- How should education respond to the many challenges that we face both locally and globally?
- And what part do the new technologies play in all of the above?

The proposed Cambridge Institute for Future Education Research (CIFER) will be tasked with exploring new models of education to provide ideas grounded in evidence to help us formulate solutions to these and other questions, and to suggest ways forward that can be implemented.

CIFER

'Currently the research on the future of education is all too often fragmented and not implemented effectively. In particular, there is a lack of practical, design-based evidence,' explains Rupert. 'We want to explore new models of education and approaches to education that are made possible by the new technologies. Faced with the Internet and new digital technologies, we are like the pioneer aviators who knew what they wanted to achieve – human flight – but they did not know how to achieve it. They got there through design-based research, implementing ideas, trying them out and learning from each attempt. We think that education for the future can do the same. The research at CIFER will



The problem is that we are trying to understand the future in terms of ways of thinking that helped to guide us in the past.



A recent theory proposed that 25,000 year old cave paintings were essentially an educational technology for Stone Age people; by touching them, the hunter-gatherers could access the spirit world. Guided by a shaman, the paintings could teach them how to talk with and walk with the spirit voices of their ancestors, and learn about the cultural life and knowledge of their tribe. Digital technology is the new 'cave' – it can be the means of accessing the shared global culture and learning of the 21st century.



be design-based research. We know what we want to achieve. We have to find out how to achieve it.'

Recognising the critical need for rigorous research and new educational theory, Hughes Hall is now entering an enabling phase to launch this important initiative. The new institute – CIFER – will be a central hub for future education research: amassing, filtering, assessing, coordinating and disseminating research, with the objective of providing the essential evidence base for technology, policy and education practice.

It is logical that Hughes Hall, with its founding ethos of championing education for the excluded, its teams of fellows and alumni with relevant expertise, its strong networks and history of relentless outward focus, has committed to establishing CIFER within its Bridge programme.

Equally, the Cambridge name is known and respected globally for research and development in the area of education. Cambridge is therefore the ideal university to host a world-leading research institute focusing on the future of education.

From transmitting the past to creating the future

CIFER will serve as a catalyst for innovation and development in global education. It will bring together academic researchers, industry partners, teachers and policy-makers in order to explore the future of education by researching and, where appropriate, trialling the new approaches to teaching and learning that have been made possible by digital information and communications technology.

It aims to do this in a number of ways. These will include building and

supporting various global communities of stakeholders, such as peer-to-peer learning networks of teachers and schools engaging in and supporting close-to-practice research on future education approaches, and a global online mediated learning community for children and young people. A significant part of the work will involve horizon scanning. Researchers will explore new models of education including multinational collaborative inquiries into how to solve global challenges. They will regularly feed back reports on the latest ideas and developments in education that will inform and persuade policy-makers, providing evidence of what is most wanted and needed.

Working in collaborative partnerships on research initiatives will be intrinsic, for example with communications and technology companies on Virtual Internships, and with assessment organisations to develop innovative ways of assessing important 'future skills' and competences – such as, how do you assess teamwork, creativity and collaborative problem-solving? CIFER will support a strong postgraduate programme. It will offer

joint PhDs with companies exploring the educational potential of different technological innovations, and a Future Education masters programme implementing new methods of education as well as teaching them, using flipped classrooms, interactive blogging, open educational resources, and other cutting-edge approaches.

'Traditionally education has focused on transmitting the knowledge of the past; now it is time to switch education around to focus on the challenge of how we can create a better future,' Rupert argues. 'We will be working closely with stakeholders, policy-makers and practitioners who can feed back the problems they want us to address. CIFER will explore the future of education both inside and outside of existing institutions. It will research different approaches and possibilities – what works and what doesn't, advise on emerging problems and opportunities, engage in scenario planning and propose new frameworks. It will be one step ahead of "now". This is something that can only be done at a university like Cambridge at the very edge of academic research.' ●



Rupert Wegerif

Rupert Wegerif is Professor of Education at the University of Cambridge where he mostly teaches educational psychology. His research focuses on education for dialogue in the context of the Internet Age. He researches dialogic theory in education and ways of teaching through dialogue and teaching for dialogue in classrooms with and without technology. He is co-lead with Sara Hennessy of the Cambridge Educational Dialogue Research group (CEDiR) and co-convenor of the argumentation, reason and dialogue Special Interest Group (SIG) of the European Association of Research on Learning and Instruction (EARLI).

What might future research and education involve?

Current educational research often presupposes the existing framework, but developments in technology have led to challenges for the educational sector that the same developments can help us to address. For instance, research might use large data sets and data mining to explore the complexity of learning in a rigorous and statistical manner.

In the same way that medicine is becoming increasingly personalised, tailored precisely to the individual,

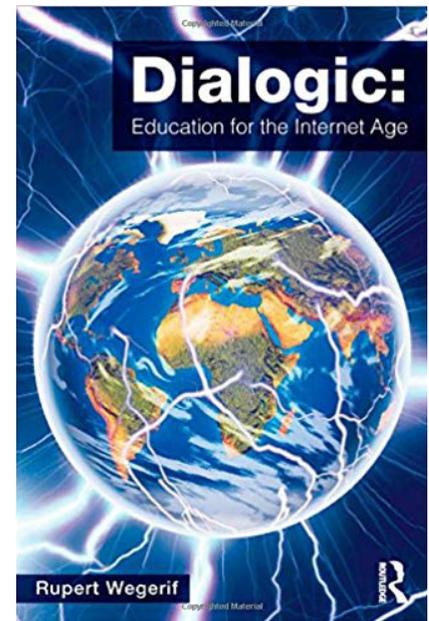
future education is likely to become both more person-centred and more collaborative. It will involve complex competences – innovation, critical thinking, collaborative problem-solving working in networks of people and machines. It will also involve more transdisciplinary, multi-modal and embodied ways of thinking which are perhaps, in some ways, a return to ways of thinking already found in oral societies. There will be constant personal reinvestment in learning – and more importantly, in how to learn.

Global challenges, such as extremism, terrorism and climate change, will demand global responses to address them, with perhaps project-based learning across countries, reminiscent of the way gamers may play computer games in international teams. Future education is about drawing people into dialogues – and technology can be used to achieve this.

Education for the Internet Age

In his book *Dialogic: Education for the Internet Age* (Routledge, 2013) Rupert Wegerif argues that despite rapid advances in communications technology, most teaching still relies on traditional print-based approaches to education, and is often dependent on the notion that there is a single true representation of reality. In practice, the use of digital technologies such as the Internet, Virtual Reality and AI disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple. This new logic is 'dialogic', and characterises education as learning to

learn, think and thrive in the context of working with multiple perspectives and ultimate uncertainty. Rupert's book explores how this dialogic thinking can be applied to different specific educational challenges (including theories of science and maths education, emotional intelligence, global dialogue and global citizenship). It outlines the overarching challenge – the growing need to develop a new understanding of education that holds the potential to transform education policy and pedagogy to meet the realities of the Digital Age.



A development period

It is Hughes Hall's intention that CIFER will become a permanent feature of the global education research community, in the process building a reputation as a thought-leader in the field. However, we cannot achieve this on our own. We are in the process of seeking potential supporters for the 'enabling phase' where we will develop a series of international symposia to raise awareness and involve key

people, pilot future education models, and develop a website able to trial some global educational initiatives. Our hope is that these and other partnerships and collaborations will continue beyond this, to support us in catalysing and delivering a vision and models for education for the next decades. If you would like to get involved, please contact development@hughes.cam.ac.uk.



The 2019 Zimmern Medical Lecture and Dinner

What is the role of cancer prediction in cancer prevention?

Since 2009 the annual Zimmern Medical Lecture and Dinner has been a key event in the Hughes Hall and wider Cambridge calendar, celebrating the college's medical community and bringing together the academic and working medical worlds of Cambridge. The patron of the dinner is Dr Ron Zimmern, a Hughes Hall Life Fellow, who in 2014 generously provided endowment to secure the event in perpetuity. In November 2019 the prestigious Zimmern Lecture was given by Paul Pharaoh, Professor of Cancer Epidemiology at the Centre for Cancer Genetic Epidemiology. Paul discussed the role of cancer prediction in cancer prevention, with a major focus on polygenic risk.

An inherited risk

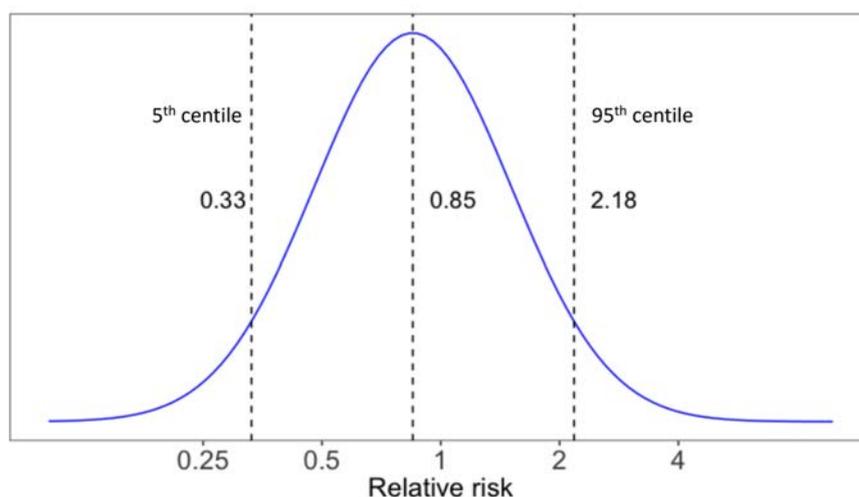
In his Zimmern Lecture entitled 'What is the role of cancer prediction in cancer prevention?', Professor Paul Pharaoh outlined the many advances in our understanding of the inherited basis of cancer over the last 25 years. This has led to calls for widespread genetic testing in the population with the claim that this could save many lives.

As always, though, the truth is considerably more complex – and fascinating.

While the clinical relevance of rare genetic variants that are associated with high risks of cancer are clear – for example deleterious variants in the genes BRCA1 and BRCA2 – most of the genetic variants identified to date confer much smaller risks. In fact, the risk conferred by these variants by themselves is too small to have clinical implications.

The polygenic model of disease susceptibility predicts that individuals will be at different risks depending on the number of risk variants that they inherit. This model also predicts that the distribution of risk in the population will follow the Normal (or bell curve) distribution with a small

Risk distribution based on PRS₃₁₃



The distribution of breast cancer risk in the population

number of individuals at low risk and a small number of individuals at high risk and most individuals somewhere in the middle.

Reclassifying the risk category

A key question is whether the discrimination of risk under the polygenic model is sufficient to be clinically useful.

Breast cancer provides a good example. Over 300 variants associated with risk have been identified. Together they generate a risk

distribution with the 5 per cent of the population at lowest risk having a risk of one third or less than the population average, and 5 per cent of the population having a risk that is more than double the average.

Clinical trials are underway to establish whether risk stratification using polygenic risk (i.e. the combined risk of multiple genetic variants) can improve the efficiency of breast cancer screening. Polygenic risk may also be useful in the clinical management of women who are at an increased risk of breast cancer

**ABOVE**

Dr Ron Zimmern (left) and Professor Paul Pharaoh (right)

RIGHT

Hughes Hall guests



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Clinical trials are underway.

because of family history. NICE Guidelines recommend management options of women with a family history of breast cancer based on categories of expected risk. The use of polygenic risk together with family history would result in a substantial reclassification of risk category compared to family history alone.

Paul concluded by expressing the hope that by the time he retired, there would be at least one test developed for this in the NHS. ●

Paul Pharaoh

Paul Pharaoh took up a post as Research Fellow in the CRC Human Cancer Genetics group at the University of Cambridge in 1996. In 2009 he was appointed Reader in Cancer Epidemiology and in 2012 promoted to a personal Chair in the Department of Public Health and Primary Care. His major research interests are: common genetic variation and breast and ovarian cancer susceptibility, and the role of germline genotype in determining the clinical and molecular pathological characteristics of breast and ovarian cancer. Paul is currently Professor of Cancer Epidemiology in the Centre for Cancer Genetic Epidemiology at Strangeways Research Laboratory in Cambridge.

Leadership in law at Hughes Hall in the 21st century

Over the last few years, Hughes Hall has considerably enhanced its reputation for law – in 2019 Hughes Hall students gained outstanding results in the Tripos and LLM, and are amongst the most active and successful in the University. How has this dramatic upward trajectory been achieved?

A focus on law

Some seven years ago, the college decided to combine efforts with the Faculty of Law under the Trinity Scheme and appoint a permanent University Lecturer and Law Fellow at Hughes Hall, who would become the first internal Director of Studies (DoS) since the 1990s.

Dr Markus Gehring joined the college in October 2012. Markus had studied, worked and taught internationally. He had seven years of DoS and supervision experience as a supervisor at University College, Oxford, and as a Law Fellow at Robinson College, Cambridge, while teaching in POLIS (the Department of Politics and International Studies) and the Faculty of Law.

In the years following his appointment, Hughes Hall took an upward trajectory in law in both teaching and research. Law became one of the college's focus areas. Three more Law Fellows were appointed: Dr Jeffrey Skopek, Dr Martin Steinfeld, and Dr Lars Vinx. Dr Steinfeld was the first Hughes Hall Law Lecturer, which in turn greatly improved teaching, access to DoSs and interaction with the Faculty of Law.

The college's investments in law have yielded a clear payoff in teaching, as well as student recruitment. The 2019 Tripos and LLM results were outstanding. More first class degrees



Dr Markus Gehring in his role as Praelector with graduands

than ever before were achieved by our students – in fact, Hughes Hall earned more first class results than nearly all the other graduate colleges combined, and a first year Affiliate achieved one of the top IB Tripos results across the whole year. We attracted the largest number of applicants in law of any college and were able to offer three new scholarships for law students, thanks to grateful and generous alumni and other donors.

Hughes Hall law is also having significant impact beyond the University as our alumni have become leaders in many domains of life around

the world. They are to be found not only in the world's top law firms, but also in academia and public service. To provide just one striking example, the Supreme Courts of both Singapore and Cyprus include several alumni.

Leadership in climate change law

While we have made great progress in law, we are not content: more is possible. With four teaching Law Fellows embedded in the Faculty, and a growing international research and teaching presence, we have the opportunity to build on now strong foundations, leading law studies into the 21st century. We intend to

improve even further the quality of our applicants, the results of our students, and the output of our academics. We want to be recognised as the best college for postgraduates and mature undergraduates in law, one of the top colleges in law overall, and a centre for world-class research and real-world impact. In particular, we want to be known for our leadership in the area of climate change law and environmental law more broadly.

This vision will require significant new investments. We wish to not only engage alumni in supporting new infrastructure and targeted scholarships, but also to launch new initiatives that will enhance our reputation for education, research and

impact across the University, the UK and the world. As part of this initiative, we are seeking to fund a Chair/ Professorship in Climate Change, Environmental Law & Sustainable Development. The post-holder would be a member of the Faculty of Law and a Fellow of Hughes Hall. They would be expected to produce world-leading research and impact through translation and top-quality supervision to college students.

Other proposed initiatives will enhance our focus on bringing Hughes Hall to the forefront of Cambridge law in teaching and research. These include additional teaching staff and/or postdocs who work in areas of public and private law that are related to climate change law, and who could

also contribute to law supervisions at Hughes Hall. Our student experience will be enhanced with more resources for law, targeted scholarships and collaboration opportunities.

As well as building on the existing research interests of our Law Fellows, we will seek to build links with the Hughes Hall Centre for Climate Change Engagement. This will allow us to develop a specialism in climate change law that will allow us to 'own' an ever-more important area of research and translation.

Taken together, these initiatives will place Hughes Hall at the forefront of innovative legal research and education – research and education that makes a real impact in the world. ●



The college holds its own moot court competitions where students are given the opportunity to practise the skills they will need in their future work. They have to analyse a legal problem, read up on the relevant case law, and then argue the case either orally or in writing in a simulated court hearing. In 2015 a Hughes Hall team won the University's Intercollegiate Mooting Competition. In the same year, the Cambridge University team in the prestigious Willem CVis International Commercial Arbitration Moot Court Competition included two of our undergraduate students and emerged as the highest ranked UK team.

The Campaign for Law and Climate Change Engagement

Giving Week, 24–28 February 2020

As our success has grown, so too have the demands on our academics and infrastructure. To retain our excellence and adapt as the landscape of higher education changes, we must be prepared to harness the support from our diverse community to invest in our unique position with law and climate change engagement at Hughes. The Giving Week will take place 24–28 February 2020, to celebrate

the subject in the college and seek support for its future. The campaign will look to support related projects across the Hughes community. The potential for Hughes Hall to facilitate real change in the world is thrilling, and this campaign goes some way to ensuring this is possible. We hope you share our excitement and support our Campaign for Law and Climate Change Engagement!



The power of speech

Oracy Cambridge: promoting spoken communication skills

Professor Neil Mercer, Director of Oracy Cambridge, advances compelling arguments about the vital importance of spoken language skills. Here he describes how the oracy centre at Hughes Hall is supporting teachers in the UK and abroad by promoting and sharing research and good practice around oracy education.

Why do we need to promote oracy education?

Spoken language skills are essential if we are to live and work well with others in complex societies. At a conference about the worrying rise of knife crime in the UK, former Chief Crown Prosecutor Nazir Afzal suggested that one possible cause is 'Children and young people don't know how to talk to anybody any more'. That is, they may lack the communications skills which could help them to de-escalate a dangerous situation. Although a clear link between poor language skills and knife crime may be difficult to prove, it is certainly true that the development of young people's spoken language skills can have a major influence on their life chances. It is also the case that, historically, teaching those skills has not been given priority in British state schools.

It was with the aim of giving spoken language the same educational status as literacy and numeracy that

Professor Andrew Wilkinson of the University of East Anglia invented the word 'oracy' in the 1960s. Recognising that his aim had not really yet been achieved, we set up the centre Oracy Cambridge in 2015 to:

- raise awareness of the importance of effective spoken communication, and ways that it can be taught and learned
- host events that bring together those concerned with understanding and developing effective spoken communication in educational settings, workplaces and communities
- generate and disseminate research-based resources about oracy that can influence education, work-related training and policy.

As someone who has been involved in research into talk and education for decades, I know that there is evidence showing that the quality of children's pre-school language experience is strongly correlated with their later

educational attainment. This means that unless schools provide the necessary rich talk experience and actually teach children the ways of talking and listening they will need in a range of situations, the opportunities open to so many children may, unfortunately, be limited.

It is no coincidence that many young people held in custody have speech and language problems. It is also no coincidence that when students entering the University of Cambridge from comprehensive schools were asked what they found difficult about their first year, they often said that they were unprepared for both speaking in public and giving a good account of themselves in seminars. Students from the elite British private schools (such as Eton or St Paul's) on the other hand, reported no such problems.

One of the reasons we set up Oracy Cambridge – one of the Bridge Centres linking research and practice at Hughes Hall – was to promote oracy



That [Oracy Cambridge] programme is transforming the lives of children. It is giving them confidence and enabling them to engage with society.

Headteacher of a primary school

education for all. I am not here referring to the ability to talk with a particular accent; becoming an effective speaker need not entail losing your regional identity. Rather, it means gaining the knowledge of how spoken language works, and the confidence and ability to use it well, when faced with a range of communicative situations.

Disseminating good practice

With its pioneering history in educational studies at Cambridge, Hughes Hall provides the right home for our centre. We organise conferences for teachers and researchers, write about oracy for a range of audiences and provide in-service training for teachers in their own localities. Not only can we explain why and how the development of spoken language skills is educationally important, we can also share the ways that have been discovered for teaching and assessing those skills.

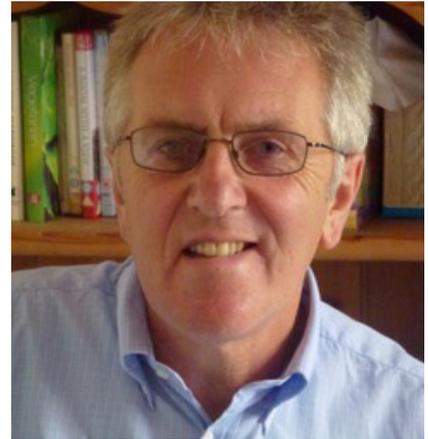
There is now a keen interest in oracy amongst teachers, school managers and policy-makers. For example, we were commissioned by the Welsh Government to write a report about

the value of introducing oracy into Welsh schools. The report was well received and oracy is now part of the Welsh school curriculum. A cross-party enquiry on oracy has been set up by MPs in Westminster. Interest is, in fact, so strong that we at Oracy Cambridge, and other organisations involved in the field such as Voice 21 and the English Speaking Union, are finding it difficult to respond to all requests for information and training. Many state schools are beginning to include oracy in the curriculum, and this interest is not limited to the UK. As I write, one of my Oracy Cambridge colleagues is working with schools in Australia, while in recent weeks a colleague and I have been running workshops for teachers in four countries. I am about to talk with teacher educators in Spain, and teaching materials we have developed with Cambridge University Press are already in use in countries like Turkey and Mexico.

Oracy Cambridge has only been in action for four years, but we are already seeing the results of our research making a difference to future policy – and to children's lives. ●

Supporting teachers

Going forwards, anticipating and supporting the needs of teachers in the rapidly changing world of education remains a key part of our mission. As well as CIFER (Cambridge Institute for Future Education) and Oracy Cambridge, both described in this issue of *Hughes*, we are developing other key initiatives in a range of educational areas.



Neil Mercer

Neil Mercer is Professor Emeritus of Education at the University of Cambridge, where he is also the Director of the Oracy Cambridge centre at Hughes Hall. He is a psychologist with particular interests in the development of children's spoken language and reasoning abilities, and the role of the teacher in that development. He has worked extensively and internationally with teachers, researchers and educational policy-makers on improving talk for learning in schools. His books include *Exploring Talk in School*, *Dialogue and the Development of Children's Thinking*, *Interthinking: putting talk to work* and *Language and the Joint Creation of Knowledge*.

At Oracy Cambridge we welcome support from members of Hughes Hall, past and present. Students and alumni are always welcome at our conferences (which are advertised on our website, along with a range of resources for education professionals including regular and very popular blogs). You can gain some idea of our activities from that website: oracycambridge.org and you can sign up for our Newsletter: oracycambridge.org/newsletters

London Christmas drinks 2019 at Pushkin House

Carols, conversation and holiday networking for Hughesians





Nurturing future leaders

In October 2019 the Bridge at Hughes Hall launched the Impact Leadership Programme for its early career researchers. This is the first programme of its kind in a Cambridge college and epitomises Hughes Hall's ethos, aspirations and strategic vision.

What is the Impact Leadership Programme?

The Impact Leadership Programme (ILP) builds a tangible bridge between research and practice, using Hughes Hall's strengths as an outward-facing college. It supports our ambitious research community who are so keen to make a difference in the world. As a primarily postgraduate college with researchers working in highly translatable fields, Hughes Hall aims to maximise their potential. We want to go beyond the boundaries of a traditional education, initially enabling our PhDs and postdocs to make meaningful connections, develop the skills they will need to progress beyond the college gates and, ultimately, fulfil their ambitions for the future. We do this in a number of ways on the ILP, from bespoke training modules and masterclasses to work placements and mentoring.

Robert Will, one of the ILP's first participants, explains why he joined the Programme. 'Hughes is a perfect place for me, from the modern forward-thinking attitude to initiatives like the Bridge. I think we all want to be leaders in what we do in some way, so being able to build up those skills that aren't necessarily part of our courses is a real benefit.'

'I wanted to get more involved in the Cambridge ecosystem, and loved the Bridge initiative at Hughes,' says

fellow participant Nicole Wheeler, a Hughes Hall Research Associate with a background in microbial genomics and machine learning. 'I applied to the ILP because I wanted to build my leadership skills to start my own academic group. I also wanted to gain some broader perspectives on how to build an impactful career.'

Who developed the Programme?

The ILP has been developed by Hughes Hall By-Fellow, Dr Jimmy Chan: 'I came across some information on City Fellows at Hughes Hall in 2017 and learnt about the Bridge programme. Both captured my imagination and resonated with my thoughts on how a Cambridge college could better engage the world and make a difference.' Jimmy has a 25-year background in international asset management. 'My first-hand experience of nurturing a start-up and scaling up its operations is relevant for the Bridge so it was very exciting for me when Anthony Freeling offered me a chance to contribute to it in a meaningful way.'

'The Bridge at Hughes Hall has provided the perfect context, aspirations and motivation for the ILP. Fundamentally, the Bridge is challenging us to turn our research and knowledge into something impactful for the world. This is a challenge to the Hughes Hall community, and a challenge to each of us individually.

The Programme aims to prepare participants to meet this challenge, with a very clear emphasis on "practice".

So, how does the ILP work?

The learning curriculum focuses on practical transferrable skills. Building on their current research skillset, participants learn the complementary skills needed to become an effective professional, delivering results and impact, and then to multiply their individual impact through working with, and leading, others. They explore ways to forge an impactful professional life that aligns with their skills, values and passion. These concepts are packaged into 12 self-study modules and group workshops over seven months, punctuated by regular group discussions on the concepts in practice.

Through masterclasses delivered by practitioners, participants learn different pathways to professional impact and draw inspiration from the speakers' personal experience. Work placements at the end of year 1 offer some hands-on practical exposure, followed by mentoring in years 2 and 3 to support the participants' professional growth.

'We are initially targeting PhD students in their second and third years, and postdocs, so this doesn't interfere with first-year viva or final-year thesis commitments,' Jimmy explains. 'We are also prioritising participants from different disciplines

and backgrounds. This will contribute to the group discussions and learning from one another.'

'For the participants, I hope the Programme will give them some useful transferable skills, but more importantly, help nurture in each of them:

- a framework and a collection of resources to support their lifelong development
- the discipline of regular self-improvement and a habit of learning from others
- strong ownership of and empowerment to manage their personal growth
- the ability to be a future leader of impact in our society.'

And how is it going?

It is still early days for the Programme itself and for the nine participants. 'Their individual success will both depend on and magnify the success of everyone else', Jimmy believes. 'So I would urge them to continue committing and contributing to the Programme, as much as their studies allow, as well as supporting one another.'

Nicole Wheeler has found the ILP so far very useful. 'The materials that have

been picked out for us to review have been great food for thought, and the chance to discuss the material with other people also planning to step into leadership roles has led to some great insights. I hope I will learn to be a better leader, and mentor, and can think more broadly about what my career will be in the future and how I will create impact in my work.'

'It's been amazing!' Robert Will agrees. 'The course content has been really different to anything I've focused on before, but the group is the highlight for me. Everyone is being really open and that has led to some interesting discussions. I hope the ILP will show me new ideas while also opening pathways to new careers that could be my future.'

Anthony Freeling has high hopes of these young researchers. 'Expertise in business and entrepreneurship is a highly valuable resource for us and is critical as we develop the Bridge initiative. This aims to translate some of the best thinking on the planet into the best solutions for all – in ten years' time, we will have changed the world for the better. It is unique programmes like the ILP that can help to bring about that change.' ●



Nicole Wheeler: 'There are a lot of different ways to achieve impact during your career. Some can be a major part of your job, others can be things that you participate in as a complement to your job, like public engagement or giving input on policy. Take advantage of the range of events and experiences available – you can't really know if you'll enjoy something or be good at it until you try it out.'



Robert Will: 'Just start doing it! Impact means different things to different people. To one person you might need to change thousands of lives to have made an impact, but another person might think about the one life they've made better through their work. There's no right or wrong way to start making impact, just try and be kind, supportive and helpful.'



The Bridge Leadership Series

The Bridge Leadership Series began with a lively panel discussion in December 2019, open to all, on the Cambridge Translational Ecosystem. It was an opportunity to hear from the key experts and institutions involved in the effective translation of research into policy, practice and industry. Chaired by Dr Stephen Axford, Director of Research Translation at Hughes Hall, the panel discussed the significant issues and challenges

involved in making a difference through research, as well as explaining their role and how their organisation complements the work of others in this dynamic landscape.

Stephen reflected on the first event: 'It was hugely valuable, as much for our senior fellows as for those beginning their research careers. The panel provided some great advice and inspiration to help all of us better

recognise – and realise – the potential in our research.'

This series will continue with events on a range of issues from entrepreneurship and public service to R&D in industry, and we are hoping to secure the expert participation of some of our alumni to inspire future generations of Hughesians making their way in the world.



Panellists for the Cambridge Translational Ecosystem Bridge ILP Masterclass were (from left to right): Professor Diane Coyle, Director of the Bennett Institute for Public Policy; Nicola Buckley, Associate Director of the Centre for Science and Policy; Dr Stephen Axford (chair), Director of Research Translation at Hughes Hall; Dr Agnieszka Iwasiewicz-Wabnig, Director of Partnership Development at the Maxwell Centre; Dr Hilary Burton, founding member and former Director of the PHG Foundation; and Dr Tony Raven, Chief Executive of Cambridge Enterprise.

For more information on the Bridge initiative, visit: www.hughes.cam.ac.uk/homepage/bridge

For further details of the Impact Leadership Programme, visit: www.hughes.cam.ac.uk/homepage/bridge/learning

To discuss ways in which you might get involved, email Dr Stephen Axford, Director of Research Translation, bridge.director@hughes.cam.ac.uk



The Bridge team at Hughes Hall (from left to right): Sarah Langford, Stephen Axford, Aldabra Stoddart

How alumni like you can help

The Bridge at Hughes Hall leverages the college's multidisciplinary perspective, international nature and external focus to bring the research and expertise of its academic community to make an impact on the world.

We are now looking for alumni support for this ambitious initiative. Our Impact Leadership Programme prepares many of our current research community for impact beyond the college gates – in other research environments, business, policy-making and practice. We aim to improve their understanding of the pathway from research into practice, helping them to learn transferrable skills, providing exposure to a range of professional environments, and linking them with people whose contacts and knowledge can help drive their future success. The ILP will enable them to develop the relevant skills and expertise. It will provide a platform from which they can work towards personal goals and broader ambitions to become a force for good in the world.

If you are keen to give something back to the college and the community that helped launch your

career, and are now in a position to inspire and equip the next generation of Hughesians, we would love to hear from you!

There are three ways you can help.

Firstly, by offering a work placement opportunity to a PhD or postdoc researcher whose work is relevant to your field. Perhaps an afternoon shadowing your work, a two-day placement experiencing wider operations in your professional environment, or a longer-term summer internship allowing the successful researcher to contribute tangibly to your organisation's objectives.

Secondly, you could act as a mentor for a researcher whose work is relevant to your expertise. Perhaps they have ambitions to tread a similar career path and would greatly benefit from your occasional advice.

Thirdly, we are seeking contributors to the Bridge Leadership Series. For example:

- Are you a successful entrepreneur or businessperson? Could you impart your experience through an innovation seminar?

- As a practitioner, could you speak about your career path and help to inspire future choices?
- Do you work in policy, perhaps in government, a charity or internationally? Could you run a Q&A session on influencing policy for change?
- Have you developed your research specialism into a career within the scientific, biomed or technological industries which could inspire others to make a difference?
- Could you run a masterclass on workplace skills such as managing change or negotiating, or contribute to a workshop on key issues such as institutional culture, diversity or globalism?

Want to know more?

To discuss how you could become involved in preparing our graduates and postgraduates for the future, please email development@hughes.cam.ac.uk, quoting 'Bridge volunteer' in the subject line and giving us a little background information about yourself and how you might help.

The Hughes Hall Centre for Climate Change Engagement

Accelerating action

Officially launched at the City Lecture last October, the Hughes Hall Centre for Climate Change Engagement was established to increase climate change awareness on the boards of private companies, and to help them respond to the challenges.

An active dialogue and shared perspectives

Climate change is one of the most critical challenges of this century. Recent scientific reports indicate that massive change is needed if we are to have any chance of reducing emissions to the extent needed to avoid catastrophic climate breakdown. The effects of climate change are already reaching key thresholds that will adversely impact upon sustainable development. The need for education and action for climate mitigation, adaptation and finance has never been more urgent; individual citizens, private corporations, non-governmental organisations and governments all have a role to play.

Business action within the next decade, well within the long-term planning horizon of most large companies, is vital to the achievement of these changes. Although the UK's share of worldwide emissions is small, and reducing, UK business has a global reach through its supply chains and provision of capital and can have a far more significant impact in terms of tackling climate change. The financial sector, banks and investors, are equally crucial.

However, although improving, awareness of the true scale of the issues and particularly of how individual businesses and public bodies can contribute to mitigation and adaptation is still too low and too slow. Active dialogue between

stakeholders, governments and business is crucial as, without some shared perspectives, action is likely to be too little and too late.

Scaling up action

The central mission of the Hughes Hall Centre for Climate Change Engagement is to rectify this lack of effective engagement. It will:

- engage the corporate and financial sectors at the highest level together with government, academics and others
- encourage scholarship in legal, regulatory, financial and other levers that will enable the scaling up of action across the corporate sector.

Led by its Director, Julie Baddeley, an experienced Board member and By-Fellow of the college, the general focus of the Centre is on how levers may best be used to get the boards of corporate organisations to accelerate action, with an emphasis on the role of law and regulation. Her efforts have resulted in the establishment of Chapter Zero [www.chapterzero.org.uk], an independent organisation which recruits non-executive directors as members, providing them with briefings, events, toolkits and other activities. The Centre provides the secretariat for Chapter Zero and regards its activities as an element of its own mission. Since its inception, it has recruited around 400 members, aiming at 1,000 by the end of 2020.

The research element of the Centre will encourage scholarship in law and in other fields such as psychology, marketing, economics, finance and management.

The Centre acts as an independent and trusted intermediary between Cambridge academia, the corporate and financial communities, and government, drawing on a wide range of disciplines alongside climate science and law, working with the newly established Cambridge Zero and the Cambridge Institute for Sustainability Leadership. With its convening power, Hughes Hall will provide an environment where academics and the world of commerce can exchange views, and where a new generation of leaders and graduate students can together develop and scale up innovative solutions to the problem, providing toolkits and accurate guidance. ●

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Active dialogue between stakeholders, governments and business is crucial as, without some shared perspectives, action is likely to be too little and too late.

The 2019 Hughes Hall City Lecture – Investing in a future world

The Lecture, now in its 20th year, features leading speakers from the worldwide business community. In October 2019 Russell Picot, Chair of the Trustee Board of the HSBC Bank (UK) Pension Fund, spoke on climate science and risk from an investor’s perspective.

Invest or divest?

During his lecture on ‘Investing in a future world’, Russell explored an investor’s view of climate science and risk, the current understanding and trajectory, and the many challenges faced in accessing and understanding the science, as well as the risks and opportunities. He offered some economic perspectives and the view from the scientific community, considering such key questions as: ‘What are the options that an investor faces to tackle climate change risk? What are some of the barriers to change we face? What are some possible investor actions?’

Using his experience as chair of a very large UK pension scheme, he outlined possible ways forward, discussing such barriers to change, the actions that can be taken to manage climate change risk, and the choices around investment and divestment. He emphasised the role that the financial sector can play in supporting positive change and the capital flows that can be harnessed to achieve it.

Choices and strategies

In the face of huge climate change challenges, Russell highlighted the role for improved company engagement and the critical need for organisations to establish clear investment beliefs and policies. He stressed the importance of collaboration initiatives such as Climate Action 100+, the UK Green Finance Initiative and the Network for Greening the Financial



System, and mechanisms such as the Hughes Hall Centre for Climate Change Engagement. This was echoed by Vice-Chancellor, Professor Stephen Toope, and Director of Cambridge Zero, Dr Emily Shuckburgh OBE, who stressed the importance of the Centre for the University and of the University’s own initiatives.

Russell described the future investment and business landscape, outlining the choices and strategies on the ‘spectrum of capital’, pointing out that ‘it is not just about risk, it is also about investment opportunity’.

He concluded by highlighting the valuable role the academic community can play in leadership and education – including that of the business and finance communities – and in supporting initiatives, as well

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The Hughes Hall Centre for Climate Change Engagement gives people hope at an otherwise alarming time.

as the urgent need to continue work on alternative economic models to drive debate: ‘The Hughes Hall Centre for Climate Change Engagement gives people hope at an otherwise alarming time.’ ●

'An unusual concept'

An interview with Martin Coleman, City Fellow

Hughes Hall is proud of its unique City Fellows scheme, which appoints Fellows who are active in the City of London and other areas of professional life to foster the college's links to the UK business community and to enhance the professional range of the college's senior membership. Martin Coleman, one of the country's leading experts in competition law and policy, talked to us about his role as a City Fellow.

A powerful combination

I have spent most of my career as the head of an international law group in a global law firm, Norton Rose Fulbright LLP. In my early career I was also a lecturer in law at Brunel University, and I have always retained close contact with higher and professional education, including being a Council member of the Economic and Social Research Council (ESRC), a board member of the Solicitors Regulation Authority and a member of the Higher Education Funding Council for England (HEFCE).

Currently, I am Deputy Chair of the independent higher education regulator, the Office for Students. I am also a member of the Competition and Markets Authority (CMA) Board and chair CMA panels that investigate major mergers and markets. So my career has been about competition issues, higher education and legal services and when I was asked to become a City Fellow at Hughes Hall, it seemed to encapsulate the different strands of my career to date.

I became a City Fellow in 2018. The concept of a City Fellow is a very unusual one. Most people who

become a fellow at an Oxbridge college are outstanding academics. Hughes Hall is no exception to this: the college has brilliant academic Fellows, but also appoints a small number of City Fellows who have spent most of their career outside higher education and have something different to contribute.

The Hughes Hall world brings together varied experiences and skill sets – so the whole is more than the sum of the parts. The combination of expertise and knowledge of business, government and the professions with outstanding teaching and research is a powerful one. Competition policy is multidisciplinary, covering law, economics, business and public policy and given this, and my other interests and experience, I was keen to take the opportunity to contribute to the college, particularly in taking forward a very exciting Bridge agenda.

Regulating transformational technologies

As a lawyer, it is a privilege to be part of the Hughes Hall legal community. Hughes Hall is a great law college with a strong and growing reputation



in the University and beyond. Within that, I have a particular interest in competition law and policy.

Competition policy is very topical – there is much discussion about the digital economy and the role that big platforms like Amazon, Facebook and Google play in today's world. They have transformed services, social interactions and the way business is done, and can offer great benefits. However, as is often the case with new technologies and periods of great change, there are evolving challenges, not least the fact that these platforms are now so large

and influential that many believe that some form of regulatory oversight is required. This often happens with transformational new technologies – you only have to think about the birth of the railways and the evolution of telephony. They changed society for the better but, to protect consumers and other businesses, it was appropriate to regulate the way they operated. The trick is to ensure that any regulation is necessary and proportionate so that innovation and enterprise are not stifled. This has become a pressing issue and there is now a global debate about whether and how digital technologies can be best regulated and the role of competition policy in achieving this.

A wider exchange of ideas

This debate on the regulation of digital platforms involves people from different backgrounds including lawyers, economists, business people, regulators and politicians. Some are practitioners and some are academics. All have a role to play in defining the issues and assessing possible solutions. This well reflects Hughes

Hall's mission to bring the highest quality thinkers together regardless of background – understanding and analysis from academics, business strategists, policy-makers and the community. The discussions and debates I have with colleagues in the college, the University and others about the contribution Hughes Hall can make are very exciting. I am learning that the Bridge programme brings together people from all backgrounds, and the very fact of coming together supports a 'big dialogue'. We can have the debates, explore ideas and then build on them. It's fulfilling.

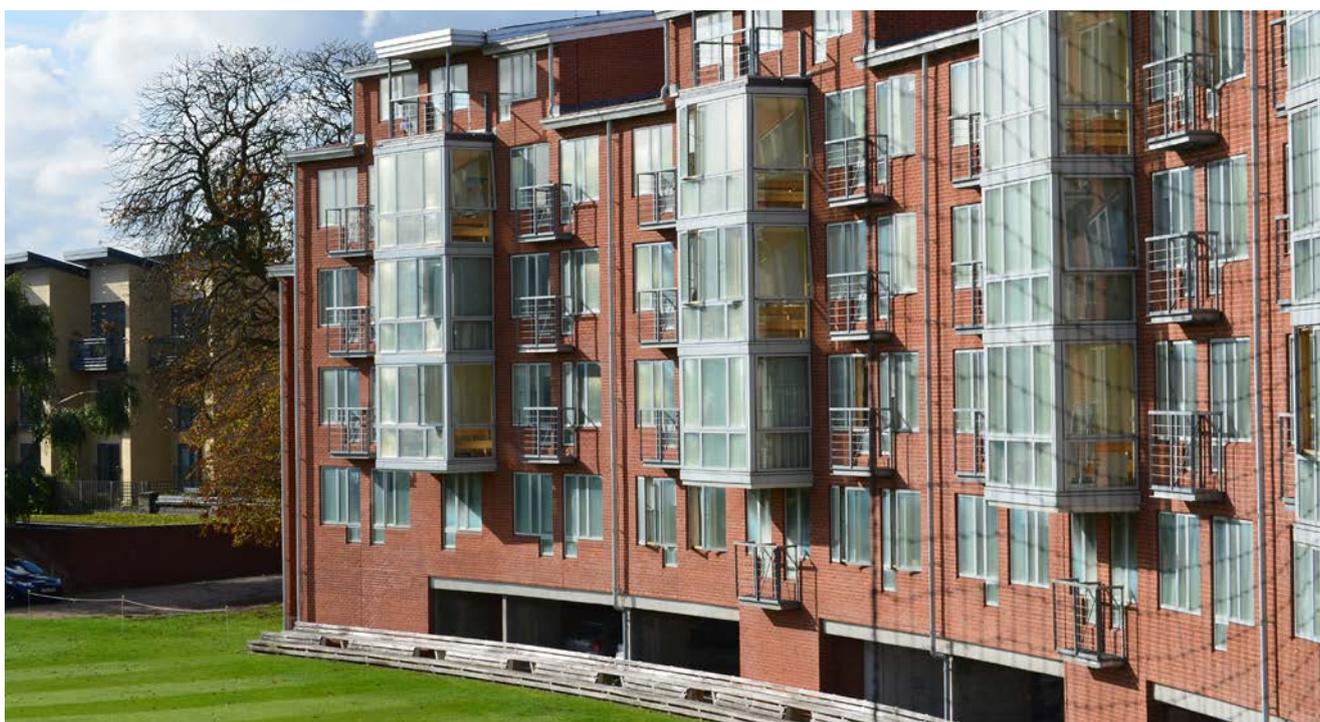
At the moment, these are only embryonic interactions but I have taken encouragement from more mature projects that the college has taken forward, such as the Oracy Cambridge initiative, which have had a transformational impact. The Bridge demonstrates the opportunity to do something about these and other issues and topics in a meaningful and effective way.

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The Hughes Hall world brings together varied experiences and skill sets – so the whole is more than the sum of the parts.

I am delighted to be a City Fellow at Hughes Hall. It is personally and intellectually very fulfilling to be part of a wide and multidisciplinary exchange of ideas and explore ways of taking them forward in a pragmatic and effective manner. ●

The success of the City Fellows scheme has been such that discussions are underway to expand the programme. The aim is to support the Bridge even more effectively, in particular by expanding the range of Fellows beyond the traditional 'City'.



Alumni news from Hughes

Your Alumni Relations and Development team



William J Conner

By-Fellow & Director of Institutional Advancement

development.director@hughes.cam.ac.uk

We are thrilled to introduce William Conner to the wider Hughes Hall community. William – ‘Bill’ – joined us in 2019 from Wolfson College, Oxford, where he has been Development Director for the past decade, transforming the structure and performance of the office as well as running his own consultancy practice, Conner & Associates. Prior to his time at Wolfson, Bill was Director of Brakeley Ltd and also Development Director at New College, Oxford. He has a keen interest in the arts and music and enjoys a number of voluntary positions with the motivation for furthering philanthropic success.



Jennifer Williams

Deputy Development Director

development.deputy@hughes.cam.ac.uk
+44 (0) 1223 768244

Jennie has been at Hughes Hall since September 2018 managing college events and alumni relations. Going forward, Jennie will be overseeing the college's Annual Fund.



Claire Dickens

Senior Development Officer

development.officer@hughes.cam.ac.uk
+44 (0) 1223 768241

We are delighted to have Claire back at Hughes Hall after having been on maternity leave. Claire manages our termly alumni e-newsletter and gift administration.



Andrew Dunn

Development Officer

development.data@hughes.cam.ac.uk
+44 (0) 1223 746368

Andrew joined the team in July 2019 and manages the alumni database as well as dealing with gift administration.



Corrina Taylor

Social Media and Content Manager

social.media@hughes.cam.ac.uk

Corrina manages college communications via our social media streams and the news pages of our website.



Alumni news request

In the next issue of *Hughes* we hope to have a significant section on what our alumni are doing all around the world – so we'd love to hear from YOU!

Do you have any interesting news or an inspiring story that you would like to feature in our alumni news section of the magazine – maybe a sports achievement, charity challenge or a new business venture?

If so, send your news to:

development@hughes.cam.ac.uk
or Alumni Relations and Development Office, Hughes Hall, Cambridge CB1 2EW.

To make sure we can feature as much news as possible please keep your message to no more than a 100 words.

Deadline for news is Monday 23 March 2020.



Alumni breakfast in Mexico City with Governing Body Fellow Dr Ricardo Sabates in April 2019

How we communicate with you

Please keep us up to date with your preferred contact details so we can make sure that you do not miss out on receiving college news and invitations to events.

How would you like to receive Hughes magazine?

In our efforts to reduce our carbon footprint the college is increasingly moving to paperless communications. Following this ethos, *Hughes* is published digitally on our website at www.hughes.cam.ac.uk/homepage/alumni/hughes-magazine. As of this year hard copies will only be sent to those readers we do not have an email address for, or who have expressed a preference to receive the magazine by post. If you would like to change the way you receive your copy, please contact us at development@hughes.cam.ac.uk

Music at Hughes Hall

Would you like to sign up to the college's Music Mailing List? The college hosts a diverse musical programme each term, overseen by the Honorary Director of Music and Fellow Dr Nigel Yandell. To be kept in the loop with upcoming concerts please email music@hughes.cam.ac.uk and ask to be added to our mailing list.

Events around the world

We hold events not just in college but also around the world. If you are moving to a new city please let us know so that we can make sure you continue to receive invitations to regional events local to you. Find out more about our worldwide alumni events at www.hughes.cam.ac.uk/homepage/alumni/alumni-events

Alumni benefits

As part of the Hughes Hall community, you can:

- receive invitations to *alumni events*
- book you and your guests into *Formal Hall*
- stay in one of our college *guest rooms* (limited availability)
- hold your *wedding* at the Emmanuel College Chapel
- join the *Oxford and Cambridge Club* in London
- get involved with your local *alumni group* set up for alumni, by alumni
- receive our termly *alumni e-newsletter* and a copy of our biannual *Hughes* magazine.

For more information about any of the above please visit www.hughes.cam.ac.uk/homepage/alumni/alumni-benefits or get in touch with us at development@hughes.cam.ac.uk



How to give to Hughes Hall

Throughout the college's history, 'giving back' has been a value held by our diverse community, from the early days of 'The Guild' to the numerous alumni and friends who regularly support us both financially and with their time and enthusiasm. We are indebted to the support you have all given, without which Hughes Hall would not be the dynamic and vibrant centre for learning that it is today.

Higher education institutions are under increasing pressure financially and, sadly, we are not immune. You can help us to safeguard Hughes Hall for generations of students to come in one of the following ways...

Methods of giving

We encourage gifts to be made via our **online donation form** which can be found at www.hughes.cam.ac.uk/homepage/alumni/make-a-gift

On our website you can also **download a printable UK donation form** to make a single or regular contribution to the college.

If you are living in **Europe** and would like to make your gift tax efficient please visit Transnational Giving Europe for more information www.transnationalgiving.eu

For alumni resident in the **USA** we would advise your gift to be made via Cambridge in America www.cantab.org. Please indicate that you wish to direct your gift towards Hughes Hall.

For charitable donations to be tax-deductible from **Canada** the University of Cambridge will prepare a receipt acceptable to the Canadian tax authorities which will be forwarded to the donor.

For our community of alumni in **Hong Kong** we have set up the Hughes Hall Hong Kong Ltd account, allowing for an easy donation transaction. This account also ensures that we are able to accept donations in a tax efficient manner from Hong Kong by direct transfer.

For additional information about tax-efficient giving across the world, email us at development@hughes.cam.ac.uk

Other ways of giving

Leaving a legacy: by remembering the college in your will, you will be able to safeguard the college for the future www.hughes.cam.ac.uk/homepage/alumni/make-a-gift/leaving-a-legacy

Corporate matched giving: many companies will match charitable donations made by their employees, which significantly increases the value of your gift. Please contact your HR Department to discuss if your company would be able to support your donation.

Volunteer your time

We would be delighted to hear from alumni interested in volunteering, whether it be delivering a masterclass on workplace skills, hosting an alumni event, or sharing your Hughes Hall experiences with prospective students. Please contact the Alumni Relations and Development Office at development@hughes.cam.ac.uk to discuss how you would like to get involved.

Our thank you

As well as recognising all donors in our annual donor list, we also admit substantial benefactors into giving circles.

The Gild: for supporters who have given between £1,000 and £4,999 in the last five years. The college has always relied on the support of students and staff and from our earliest days each student contributed a penny to become a member of the Gild, a supporters' club whose proceeds went towards the college's needs.

The Elizabeth Hughes Circle: for supporters who have given between £5,000 and £24,999 in the last five years. This circle is named after the college's first Principal, Elizabeth Hughes (1851–1925).

The President's Circle: our highest circle for supporters whose lifetime giving exceeds £25,000. Members of the President's Circle are invited to the annual Commemoration Dinner in May.

Understanding the Northumbrians

The Berg Rust Lecture

We would like to thank the members and alumni who kindly made possible the January 2020 Berg Rust Lecture in memory of our former Development Director, Richard Berg Rust. This annual event is on Northern themes.



SOME FUTURE EVENTS

Charnley Law Dinner

21 February 2020

Sponsored by William Charnley, this annual dinner was inaugurated at the college in 2010 to celebrate and promote the study of law at Hughes Hall. Lord Sales, Justice of the Supreme Court of the United Kingdom, will be this year's guest speaker. This event is for Hughes Hall members and guests by invitation only.

MA Dinner and Congregation

27 and 28 March 2020

BA graduates generally become eligible for the MA once ten terms have elapsed since their BA graduation. Hughes Hall welcomes MA graduands to collect their MA at the March ceremony and arranges a celebratory dinner on the Friday evening before graduation.

Kathleen Hughes Lecture

27 April 2020

In 2000 Hughes Hall instituted the annual lecture in memory of Dr Kathleen Hughes. The lecture series has ranged over a wide field of early medieval studies and is delivered in association with the Department of Anglo-Saxon, Norse and Celtic.

'Owls and Ice Cream Cones' Family Day

2 May 2020

This event is open to the whole Hughes Hall community: students, associates, seniors, staff and their families. Come along and enjoy a sociable, relaxed brunch (for all ages) and a visit from The Raptor Foundation.

Education Dinner

19 May 2020

We are delighted to be bringing back the Education Dinner for our education students, seniors, alumni and guests. This college dinner will be by invitation only.

Alumni Summer Garden Party

20 June 2020

All alumni are invited to join us with their friends and family for our annual summer celebration in the college gardens. Last year we had 250 guests, a mountain of strawberries, three jazz musicians and one glorious sunny afternoon!

Benefactors' Tour and Lunch at Middle Temple

17 July 2020

In recognition of the vital support we receive from our benefactors, the college will be inviting donors to join us in London for a tour of the historic grounds of Middle Temple, one of the four Inns of Court, followed by lunch in its stunning Elizabethan Hall.

Alumni Sports Dinner

25 July 2020

The many former sports men and women of Hughes Hall are invited to join us for a black tie dinner in college. This inaugural event follows on from the success of the Owls Society 30 year anniversary dinner in 2019.

Alumni Festival Lecture and Dinner

26 September 2020

2020 will mark the 30th anniversary of the University's alumni festival. Last year nearly 1,800 alumni and guests participated in 100 lectures, tours, exhibitions and recitals across Cambridge. We look forward to an even bigger event this year.

For more information on these and other forthcoming events, visit www.hughes.cam.ac.uk/alumni-events



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