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**CAMPAIGN  
REPORT**

2018/19



## Welcome

Welcome to this special edition of the Campaign Report. Our Vice-Chancellor, Professor Louise Richardson, recently announced the end of the Oxford Thinking Campaign, which raised an amazing £3.3 billion in support of the University and the colleges.

Philanthropy makes a significant difference to what we are able to achieve across Oxford – for students, for academics and for the world at large. The donations we've received during the campaign – from over 170,000 donors – are supporting scholarships, access, teaching, research, facilities, outreach and much more. This extended report includes examples of the impact that your generosity is having.

Although the Oxford Thinking Campaign has drawn to a close, philanthropy remains vital in tackling global issues of the present and the future. The University has bold ambitions to increase the number of graduate scholarships on offer, to build upon progress made in improving access for talented students, and to continue to excel in the delivery of teaching and research of the highest calibre.

Thank you for helping to make Oxford an exemplar for the power and importance of higher education, and for your part in helping us to shape a brighter future.

Liesl Elder  
*Chief Development Officer*  
University of Oxford

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## Further reading

Discover more about the impact  
of your support at:  
[www.development.ox.ac.uk/report18-19](http://www.development.ox.ac.uk/report18-19)

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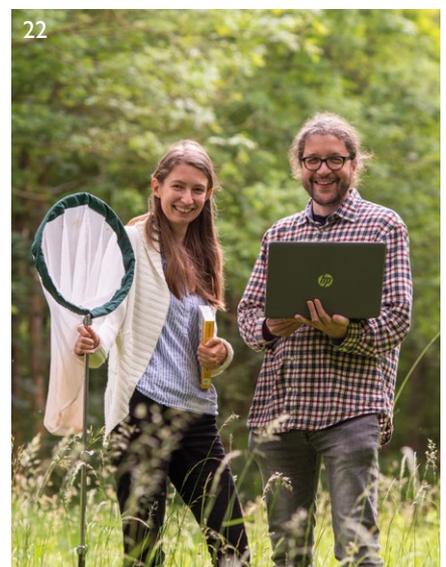
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# Securing the future of learning at Oxford

**Tutorial teaching is fundamental to the University's position as a centre of academic excellence.**

The tutorial system lies at the heart of an Oxford education, providing students with a rare level of personalised attention from world-leading academics. In the face of extensive cuts to government funding, the University established the Teaching Fund in 2010 to help protect this special approach to learning.

With money derived from Oxford University Press, the Teaching Fund committed to matching gifts made towards the endowment of 75 core posts across the academic divisions – an ambitious goal that was met in just three years, thanks to donor generosity.

Siân Pooley, Associate Professor of History and Angus Macintyre Fellow, Magdalen College

Dr Siân Pooley is passionate about better understanding the connections between everyday life, intimate relationships and big social change. 'In order to explain why society works as it does and why important historical events have

happened, we shouldn't just be thinking about legislation, prime ministers and big institutions,' she says. 'Ordinary experiences also change who we are, how we think and what we do.'

Dr Pooley's research focuses on the way in which such experiences influenced both change and continuity in 19th- and 20th-century Britain. How, for example, did fatherhood change the way a man worked as a politician or philanthropist? To what extent did regional economies shape the opportunities that were

🗨️ **It's a real privilege to be given eight hours a week to sit and talk about history 🗨️**

Dr Siân Pooley

available to adults, and therefore the care they gave to their children?

‘One thing I’ve been particularly struck by is the extent to which local activism helped to form the emerging welfare state,’ she explains. ‘We tend to assume that those projects of changing society were imposed from the top down, when in fact it was the demands that working-class adults placed on the state that created the most pioneering projects of reform.’

Having the opportunity to spend time discussing the subject she loves with students is, Dr Pooley says, one of the best bits of the job: ‘It totally changes how you think about your own work because you have to put it in a bigger context. That constant intellectual challenge of helping students to see how different readings fit together, and work out how they can make a powerful argument from those readings, is really enriching as an experience.’

As well as benefiting the tutors, Dr Pooley is keen to stress the considerable impact that the tutorial system has on those learning through it. ‘It gives students the freedom to think about things that are important to them,’ she says. ‘That freedom enables them to develop intellectual independence and to create what is truly original research themselves. It’s lovely to see that journey.’

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### Alfons Weber, Professor of Physics and Rokos–Clarendon Fellow, Pembroke College

Before the Rokos–Clarendon Fellowship was established, physics had not been taught at Pembroke College for more than ten years. ‘The endowment of the post meant that I could restart physics as a subject here,’ says particle physicist Professor Alfons Weber. ‘I started with four students, later six, now I have eight, and we recently started teaching Physics and Philosophy too.’

During tutorials, Professor Weber’s students have the opportunity to engage with, learn from and be challenged by an academic at the very forefront of his field. ‘I’m particularly interested in neutrinos,’ he explains. ‘They’re very strange particles; a trillion go through your fingernail every second and yet we don’t know very much about them. They might be the reason why there is matter in the Universe... why we exist at all.’

Learning more about these mysterious particles, particularly the unique mechanism that allows them to transform from one type to another, is the focus of Professor Weber’s research. In 2014, this focus led him to become UK Principal Investigator of one of the most

Interacting with students, helping them to grasp certain concepts and then seeing the penny drop is just fantastic 🍯

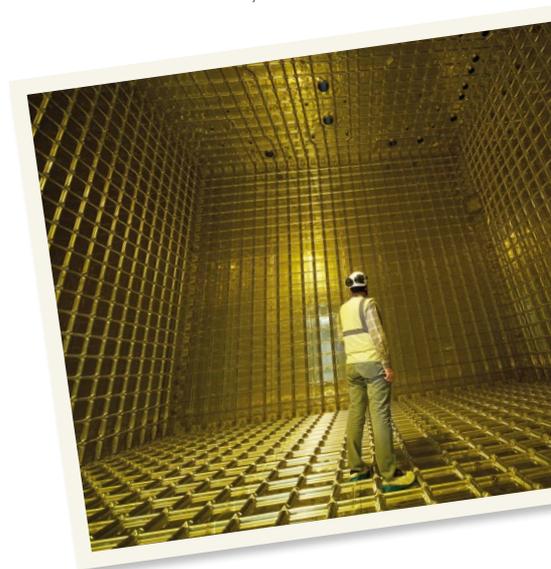
Professor Alfons Weber

advanced neutrino experiments in the world: the Deep Underground Neutrino Experiment (DUNE).

Comprised of two state-of-the-art neutrino detectors and the world’s most particle-packed neutrino beam, DUNE will enable scientists to search for new subatomic phenomena. If all runs to plan, the experiment – which is based in the United States – will not only shed light on the origin of matter, but could allow us to peer inside a newly-formed neutron star, and potentially even witness the birth of a black hole.

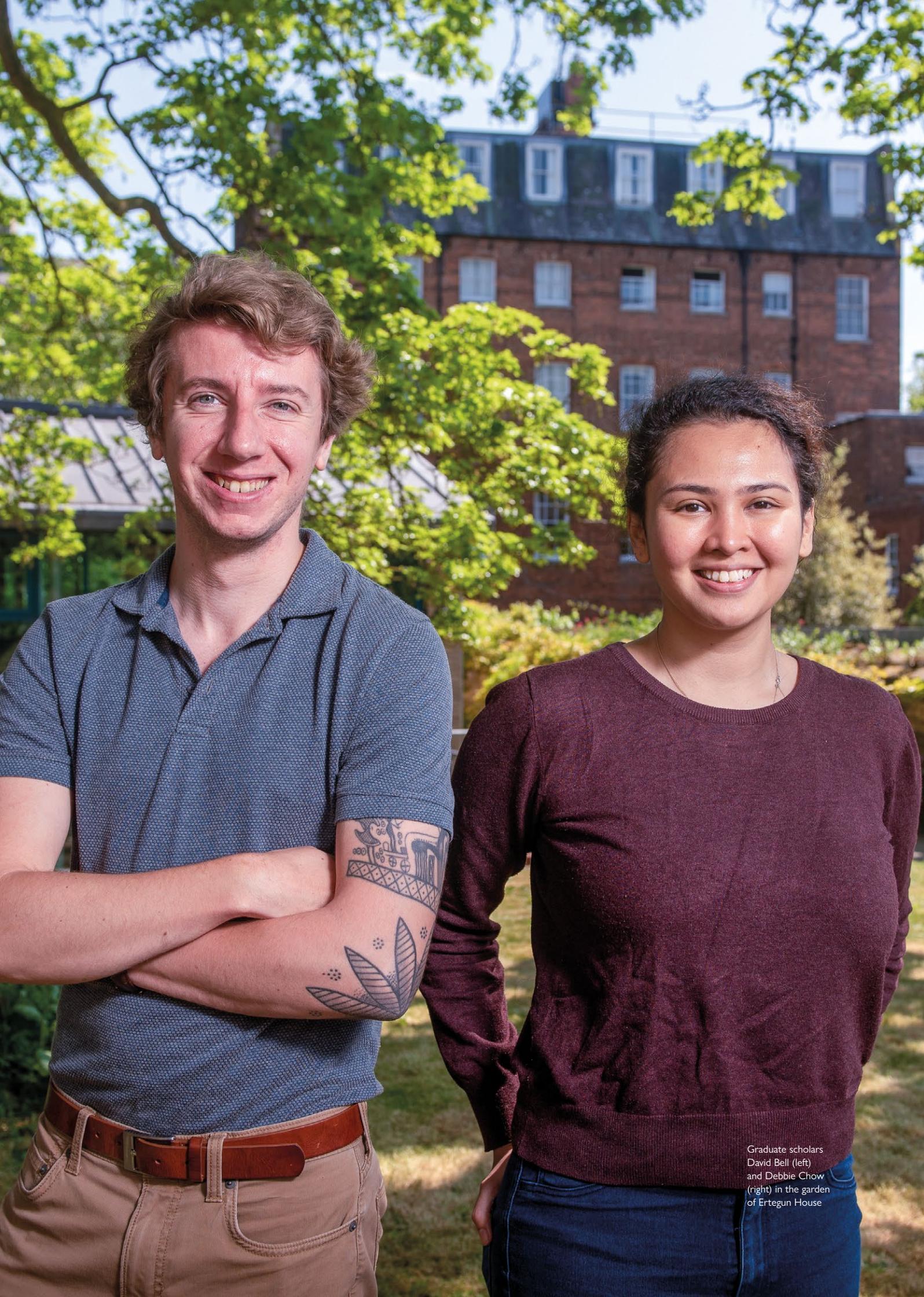
DUNE will begin taking data in 2025, and is expected to run for more than ten years. In the meantime, Professor Weber says he will continue to act as a conduit between cutting-edge research and his students, something he takes great pleasure in: ‘It’s fantastic to see the students I have taught as undergraduates become researchers in their own right. It’s really satisfying to know that I have played a part in inspiring the next generation.’

**Opposite:** Dr Siân Pooley in her office at Magdalen College  
**Below:** Inside the cryostat of the ProtoDUNE detector, a 1/20 scale prototype of one of the four modules that will comprise DUNE’s far detector. Photo by CERN



**Below:** Professor Alfons Weber at Pembroke College





Graduate scholars  
David Bell (left)  
and Debbie Chow  
(right) in the garden  
of Ertegun House

# Developing global thought leaders in the humanities

## Ertegun graduate scholarships are supporting students for the betterment of humanity.

The mission of the Ertegun Graduate Scholarship Programme in the Humanities is to fund and encourage graduate study in the humanities among scholars who have a plan to enlarge their knowledge, the desire to extend their vision and who seek the opportunity to exchange ideas. This vision of renowned philanthropist and designer Mica Ertegun reflects the values shared with her late husband, Atlantic Records founder Ahmet Ertegun. One of the great joys of their lives together was the study of history, music, languages, literature, art and archaeology. The Ertegun Programme is endowed in perpetuity, ensuring that graduate scholars in the humanities at Oxford will benefit from Mrs Ertegun's philanthropy for generations to come.

Ertegun House is located on St Giles', at the heart of the city of Oxford and the University. The classic Georgian building, with its modern, spacious and airy interior, provides a study and research space for more than 20 exceptional Ertegun Scholars. The Ertegun Programme is supported by the Senior Scholar in Residence, Professor Edmund Herzig.

The first Ertegun Scholars took up their places in autumn 2012. Since then, over 100 students have passed through the programme, with many going on to become leaders of global thought, opinion and positive action for the betterment of humanity. Examples include two doctoral scholars who already hold assistant professorships – one at Yale and the other at the University of South California – while others are in post-doctoral research positions at Oxford, Cambridge and the University of Chicago.

Current Ertegun Scholars hail from countries as far afield as Canada, Singapore, Romania, Morocco and Australia, with the programme bringing together students from all over the world to foster dialogue across academic disciplines, cultures and generations. A specially designed curriculum of student group lectures, concerts and cultural visits exposes scholars to a kaleidoscope of humanities-focused experiences, and weekly seminars provide a structured environment where they can exchange ideas and learn from each other. The Senior Scholar in Residence is their mentor and advisor, leading these activities and encouraging the scholars to set up their own – a feature that is unique to the Ertegun Programme.

Debbie Chow, who moved from Malaysia to study for an MPhil in Linguistics, gains a great deal from the interactions with her Ertegun peers. She says: 'I presented a seminar on my thesis and was surprised because the other scholars really challenged my methodology. They asked questions that my supervisor and I didn't think of. I have definitely become a better thinker as a result of this experience and that is invaluable.'

The support that scholars receive from Ertegun staff, alumni, fellow students

👉 We look at things differently, and not just within this building. This attitude towards knowledge, and how we teach other people about what we know, can be brought to anywhere else in the world 🍷

Debbie Chow

and the senior scholar is also significant. 'Oxford is one of the top universities around so I didn't know what the people would be like,' says Debbie. 'But they are genuinely helpful – it's like a family.'

David Bell, from Sunderland in the north east of England, couldn't agree more: 'Once you're here, the community is hugely important, and with 95% of my close friends at the moment not being British – and often not European – I also feel like my life has become a lot more global.'

David completed his MPhil in Classical Archaeology in summer 2019. His research was on horses in the Early Iron Age. 'My focus was on Greece and the Aegean area, mostly between 1200 and 700 BC,' he explains. 'It's not something that I ever expected I would do when I was 15 going to a comprehensive in Sunderland.'

For David, the funding provided by the scholarship was crucial: 'There was no chance I could come here without it,' he says. 'It's such a luxury not to have any financial worries.' Mica Ertegun's gift is particularly important to him as it signifies a firm belief in the humanities as a force for good in a world where the vast majority of support goes to science and medicine. He says: 'Showing that the humanities subjects are worth investing in... it's refreshing.'

These are ambitious scholars, with proven track records of excellence in their fields – and, to be accepted onto the programme, they have to be. The competition is fierce: there were almost 4,000 applications to study graduate-level humanities courses at Oxford in 2017–18, and the vast majority of offer holders – around 1,500 – also applied for the Ertegun Scholarship. Around 15 places are usually awarded annually. Those who win the coveted places at Ertegun House are extraordinarily gifted and in a position to fulfil the vision of the scholarship.

# Building the library of the future



Thanks to donor support, an unloved historic building has been transformed into a 21st-century research facility and visitor space.

Richard Ovenden's first day as Keeper of Special Collections was a memorable one; he had been in the job for just over half an hour before he became aware of a problem unfolding in the stacks. 'The air-conditioning system operating in part of the New Bodleian was spewing out soot onto the collections,' he recalls. 'It was clear right then and there that there were major problems with the infrastructure of the building, and that it needed to change.'

Constructed during the 1930s and 40s on the corner of Broad Street and

Parks Road, the New Bodleian Library had long been a cause of consternation among those who worked within it. As well as struggling with 'the basic nuts and bolts of preserving the collections', it offered limited opportunities for research, and none at all for public engagement. It was, in short, in urgent need of modernisation.

Fast forward to the present day, and the building – which closed in 2011 for a radical, multi-year transformation – is now a model for research libraries

**Opposite:** Richard Ovenden, OBE, in the floating stacks at the Weston Library  
**Below:** The *Tolkien: Maker of Middle-earth* exhibition

🕒 We're not just a university library, we're an institution that plays an absolutely fundamental part in British and world cultural life 🕒

Richard Ovenden

worldwide. It boasts state-of-the-art facilities for conservation and research, dedicated spaces for scholarship and three floors of secure underground storage for the Bodleian's special collections. The ground floor is open to the public now too, with exhibition galleries, a 44-foot atrium, a café and a shop inviting people to venture inside.

Of the £76 million required for the renovation, a remarkable £39.1 million was contributed by donors. The first gift to the project – £5 million from Julian Blackwell – was quickly followed by £25 million from the Garfield Weston Foundation, in recognition of which the building was renamed the Weston Library. 'Donors saw the opportunity that the project offered for transforming the Bodleian and really got behind it,' notes Richard, now Bodley's Librarian.

The impact that the building has had on the institution since reopening cannot be overstated. In providing the space and facilities that were so sorely needed, the Weston Library has empowered and inspired those within it to think and work on a much grander scale – a response that has been more than matched by the Bodleian's supporters. 'It's had a huge impact on our ability to raise funds for our work,' says Richard. 'We see this on the conservation side, on the research and education side and on the public engagement side too.'

One area where this impact is particularly visible is the library's exhibitions programme. Before the Weston opened its doors, there was just a single place where members of the

public could see a rare book or ancient manuscript from the library's collections: a small gallery in Old Schools Quad. Today they can choose between two purpose-built galleries in the Weston Library, each with their own distinct look and feel.

As well as funding the galleries themselves, philanthropy also powers the programme that fills them, explains Madeline Slaven, Head of Exhibitions: 'Donor support allows us to think much bigger. It means we can put marketing in place, consider things like external loans, and collaborate with and commission artists, all of which makes a difference to the way people experience an exhibition.'

For the Bodleian's recent Tolkien exhibition, for example, donations enabled Madeline and her team to work with Factum Arte, an internationally renowned group of artists and digital technicians. 'They created an immersive three-dimensional map of Middle-earth,' she says. 'It was mesmerising, and augmented the actual display of items in cases. It was a huge hit with visitors.'

In the space of just four years, the Weston Library has hosted 14 large exhibitions and welcomed over 3 million visitors through its doors. 'This space has allowed us to interact more with our audiences, and through that, understand more about the display of our collections and about the collections themselves,' Madeline says. 'If we have the support, there's really no limit to what we can achieve. There's just so much potential.'

This potential is clearly not lost on donors, whose generosity has touched everything from conservation to acquisitions, digitisation to education. For Richard, however, the biggest surprise of all has been the endowment, which has more than doubled since 2014. 'I had a target that it would take us ten years to do that, so the fact that we've done it in half that time is absolutely extraordinary.'

Today, the future of the library looks bright. 'The scale and speed at which we've been able to move has been purely because of the philanthropic support we've received,' beams Richard. 'We feel very fortunate indeed.'

🕒 We always knew that what we had was amazing; the frustrating thing was that we didn't have the means to share it 🕒

Madeline Slaven





Dr Rachel Outhred (left) and Professor Jo Boyden (right) at the Oxford Department of International Development

# Improving young lives around the world

## An international study into child poverty is improving the circumstances of young people facing disadvantage and inequality.

Young Lives is an international study set up to shed light on the drivers and impacts of child poverty, using the evidence generated to inform policy and make a real difference to the lives of poor children and their families.

Launched in 2001, the study follows the lives of 12,000 children in India, Ethiopia, Peru and Vietnam. There are two cohorts, one consisting of children born in 2001 and the other of children born in 1994, with equal numbers of boys and girls from diverse locations and social groups – some urban, some rural, and with different ethnic statuses and languages. Professor Jo Boyden, Director of Young Lives, says: ‘This means that we can compare the same children at different ages to see how their lives are changing, as well as different children at the same age, to see how their communities have changed over time.’

Coordinated by the University’s Department of International Development, Young Lives is made up of 13 institutions in the four selected countries. Professor Boyden stresses the significance of this approach: ‘This is not about Oxford having all the expertise and knowledge. This is about expertise coming from all over.’

The study has attracted more than £30 million from a wide range of donors over the last 15 years. Funding from the government’s Department for International Development, which initiated the project, ceased in 2018. ‘The fact that we are still doing research is almost entirely down to philanthropy,’ says Professor Boyden. ‘What’s important to donors is knowing that our research is going to make a difference on the ground.’

One of the most exciting things, she says, is the personal interest that donors

bring to the table, and the two-way dialogue that results: ‘We push their boundaries. For example, the Old Dart Foundation had been mostly funding orphanages for abandoned or orphaned children in Peru. We demonstrated that they could have more impact at a national level by allowing the research evidence to speak to government policies and to the wider public.’

‘We have also done a lot of research with the support of the Oak Foundation. Initially, there was an assumption that all work done by children is bad for them. Some of it is horrendous, but some aspects of schooling are pretty awful as well. The work that children do can actually be really beneficial, both for them and their families. We are able to show the nuances.’

The upshot of these collaborative efforts is tangible influence on policy. ‘We used our data on corporal punishment and bullying in schools in Peru to lobby the government in conjunction with Unicef and the University of Edinburgh, leading to a law banning corporal punishment in schools,’ says Professor Boyden. ‘And with funds from the Children’s Investment Fund Foundation we did research on sexual and reproductive health, early marriage and parenting in India. Collaboration with the National Commission for Protection of Child Rights then led to a landmark Indian supreme court judgement in October 2017, which means that sex within marriage with an underage child actually amounts to rape. This is a really important step.’

Informing policy is also the goal of a current 18-month project on gender-based educational disadvantage, funded by Echidna Giving. Senior Education Researcher Dr Rachel Outhred says: ‘Without this programme, there would simply not be the opportunity to build the evidence base around how gender plays out to advantage or disadvantage different groups and the policy implications for that. Echidna Giving believes that improving educational opportunities and outcomes for girls is better for all of us, creating a better future for men, women, children and the next

generation. We have the opportunity and the data to explore, over a period of time, exactly how that happens.’

Professor Boyden is also keen to mention ‘an incredibly helpful and completely different kind of grant’ from the Hewlett Foundation, which has helped the team to put in place a sustainable organisational structure and approach to fundraising and future research.

In fact, Professor Boyden has a lot to say about the future, even though she is on the cusp of retirement: ‘We want to do two more survey rounds. We want to see how those very early circumstances shape the young people’s outcomes in adulthood.’

Reflecting on the project’s goals, she adds: ‘We have actually become a study in child inequality, in itself a source of great misery and suffering in terms of nutrition and health, but also in terms of having a sense of self-efficacy, self-esteem, the ability to act on your life. You see growing disparities. It’s a global challenge – it’s happening all over the world.’

*Young Lives is currently fundraising to continue the study to 2026.*



Above: Young children at school in Peru

# Donations with transformational impact

Every gift to the Oxford Thinking Campaign has contributed towards the University's ability to deliver excellence in teaching and research. During the campaign a number of exceptional donations were made, with remarkable results.

## Inspiring better governance

One of the most notable additions to the Oxford skyline during the Oxford Thinking Campaign has been the Blavatnik School of Government. Situated on the Radcliffe Observatory Quarter, the school was founded in 2010 through a £75 million gift from Sir Leonard Blavatnik.

The Blavatnik School's mission to inspire and support better government and public policy around the world is being achieved through a variety of channels. It is home to students on the Master of Public Policy (MPP) course as well as DPhil students, equipping them to be future leaders. Additionally, the Blavatnik School undertakes

independent, evidence-based research to address real-world policy issues. The school also uses its convening power to bring people together in order to share knowledge and find solutions.

Professor Ngaire Woods, Dean of the Blavatnik School, says: 'In a world where people are shouting at each other, we have started conversations. Amid the geopolitics of division, we are building bridges. Thanks to donor support, we are able to place service to others at the heart of what we do.'

## Turning interdisciplinary research into real-world solutions

The Oxford Martin School was founded with the aim of bringing together the best minds from different fields to address the most pressing challenges of the 21st century. Established through the vision and extraordinary generosity of the late Dr James Martin in 2005, the school draws together academics from across the University to find solutions to urgent global issues.

The school supports projects of the highest academic calibre that don't fit normal funding channels, and which must have impact beyond academia. Researchers are given the time, space and means to work collaboratively and to engage with policy makers, business and the public.

The school's research programmes currently number more than 30, and include renewable energy, the illegal wildlife trade, ocean sustainability and the future of plastics. Its academics are regularly consulted by governments and global institutions including the Intergovernmental Panel on Climate Change and the World Health Organization.



Professor Sir Charles Godfray, Director of the school, says: ‘Urgency and optimism characterise all of our work at the Oxford Martin School. There is no other research organisation like it in the world and we remain deeply grateful to James and Lillian Martin for their visionary support.’

## Removing barriers for students

Making Oxford accessible to the most exceptional students, regardless of their financial background, was the vision behind a £75 million gift from Sir Michael Moritz and Ms Harriet Heyman in 2012.

This gift was matched by £75 million from the University and, to date, over 1,000 students have benefited from the resulting scholarship scheme. The collegiate University also pledged to match this generosity by raising additional funds from other donors for undergraduate access and support. To date, over £100 million has been raised through this challenge.

The scholarship scheme provides bursaries for undergraduates from lower-income households, with the aim of removing the financial barriers that may prevent them coming to Oxford. In addition, scholarship holders receive internship support and are encouraged to undertake voluntary outreach or community work during their time at Oxford.

Hattie Morrison, a former Moritz-Heyman Scholar (now known as Crankstart Scholars), says: ‘I feel part of a community of young people



**Above:** Christiana Figueres delivering the 2018 James Martin Memorial Lecture

**Left:** Inside the Blavatnik School of Government

**Below:** Hattie Morrison, former Moritz-Heyman Scholar

who are living proof that our socio-economic backgrounds do not need to define us, and that with drive, talent, determination and a little bit of support – financial or otherwise – our potential is limitless.’

## A bright future for the humanities

The way in which the humanities are taught, studied and shared with the public is set to be transformed, thanks to a landmark donation of £150 million from businessman and philanthropist Stephen A Schwarzman. The gift will establish the Stephen A Schwarzman Centre for the Humanities – a purpose-built facility enabling research, teaching and public engagement on an unprecedented scale. The centre, which will be located on the Radcliffe Observatory Quarter, will house seven humanities faculties and a 500-seat auditorium for music, theatre and dance, alongside other performance and public spaces.

It will build upon Oxford’s excellence in teaching and research, providing high-quality spaces for postgraduates, postdoctoral researchers and interdisciplinary projects alongside core amenities for undergraduate students. A vibrant programme of cultural and community events, performances and

educational activities will enable Oxford to take its research to the public and inspire new audiences.

The centre will also host a new institute focused on the ethical issues posed by artificial intelligence technologies, tapping into Oxford’s interdisciplinary expertise to tackle this area of crucial importance for humanity in the 21st century. Each sphere of activity within the centre will overlap to enhance and broaden our understanding of what it is to be human. The new centre is expected to open in 2024.

## Harnessing excellence at The Rhodes Trust

The future of The Rhodes Scholarships was secured in 2013 thanks in large part to a £75 million gift from John and Marcy McCall MacBain, made via the McCall MacBain Foundation.

A Rhodes Scholar, John McCall MacBain OC cited the ‘power of education to address the world’s challenges’ as a motivation for his and Dr McCall MacBain’s support.

To date, over 150 Rhodes Scholars from around the world, including all of the Canadian Rhodes Scholars each year, have been underwritten through this benefaction.

The McCall MacBain Foundation has also provided support towards Wadham College’s Access to Excellence campaign and graduate scholarships at Kellogg College, and has made a leadership gift for the McCall MacBain Graduate Centre at Wadham.

# Realising potential through outreach and access

Oxford's work with students and teachers is expanding every year, thanks to the generosity of donors.

Below: A UNIQ participant visits the Ashmolean Museum

## A UNIQ experience

Attending a UNIQ summer school changed the course of Anna McKie's life. 'I didn't really think Oxford was an option until I actually came to visit,' she says. 'I felt like I had an immediate connection to the city, and getting to experience the course was just fantastic. By the end of the week, I was absolutely convinced that I wanted to study here.'

Anna is one of more than 8,600 young people to have attended a UNIQ spring or summer school since the programme launched nearly ten years ago. Open to pupils from UK state schools and under-represented backgrounds, UNIQ offers a realistic view of Oxford life, with participants staying in colleges, studying their chosen subject, and learning how to make the best possible university application.

Established and later expanded through philanthropy, UNIQ is now the largest access programme of its kind offered by a single UK university. It is also one of the most effective: participants have a 34% chance of making a successful application to Oxford, compared to the average UK rate of about 20%. 'I felt like the university application process was made much easier because of the support I'd received through UNIQ,' reflects Anna.

Now a third-year Biomedical Sciences student, Anna has spent the past two summers volunteering as a UNIQ student ambassador. 'I wouldn't have even considered applying to Oxford if it hadn't been for the UNIQ ambassadors I met,' she explains. 'Hearing from students who had been in the same position as me was really reassuring. That's why I'm giving my time now – it's kind of like paying it forward.'

*UNIQ's expansion, which has seen intake rise from 850 to 1,350 students each year, was funded from the generous donation made to Oxford by Sir Michael Moritz and Harriet Heyman.*

👉 I wouldn't have even considered applying to Oxford if it hadn't been for the UNIQ ambassadors I met 🍷

Anna McKie



## Home of the big questions

Do guns hurt more people than they protect? Are humans ruining the Earth? Can money ever buy happiness? These are just three of the 51 'big questions' that feature on the website Oxplore, an innovative portal through which young people and potential applicants to the University can learn about and debate some of the trickiest issues of our time.

Guided by the expertise of Oxford academics, users are encouraged to consider fresh perspectives, and read and explore subjects further for themselves. The aim is to promote super-curricular learning – that which goes above and beyond schoolwork and exams – in order to raise aspirations, promote broader thinking and stimulate intellectual curiosity.

Reaction to the initiative, which has been supported by donor Anthony Clake, has been overwhelmingly positive. Since its launch in 2017, more than 250,000 people have accessed the site, with users viewing over 650,000 pages and submitting approximately 1,500 questions of their own. The Oxplore team have also run a number of popular online events, through which young people can interact directly with Oxford tutors and students.

Work is now underway to engage with teachers over their use of Oxplore in the classroom. 'We use it regularly as part of our mission to support a culture of high aspiration, independence and challenge,' says Tom Allen, from Burton Borough School in Shropshire. 'The resources are broad, so you can delve in as far as you want and keep finding new ideas.'



## A foundation for success

'I was lucky enough to be offered a place on the Foundation Year and accepting it was the best thing I could have done for myself academically,' reflects Beulah Amponsa, now a second-year Psychology student at Oxford. 'I got to study a subject I love, while learning how to become a better undergraduate student.'

Established in 2016, Lady Margaret Hall's innovative Foundation Year has been designed to help young people from under-represented backgrounds reach their academic potential. The fully funded, year-long course gives students the essential academic skills and confidence they need to

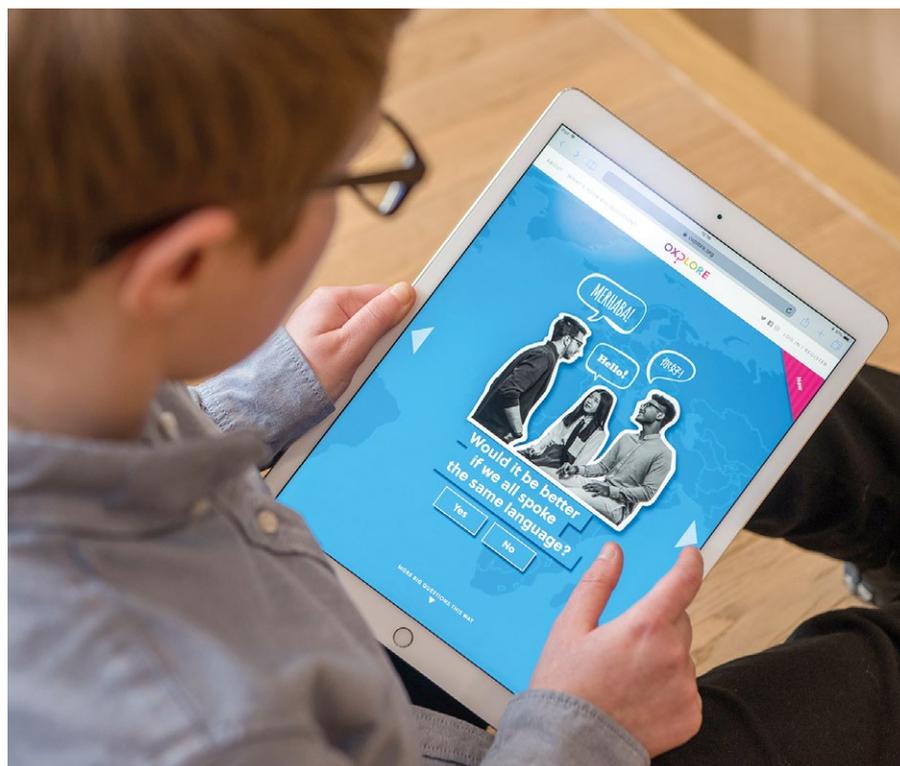
thrive, either at Oxford or at any other highly selective university.

Each Foundation Year student receives more than 100 hours of tuition, studying a specially devised curriculum in their chosen subject. 'The majority of contact hours came from tutorials,' explains Beulah, who belonged to the 2017/18 Foundation Year cohort. 'I didn't consider myself the most eloquent speaker, but once my confidence grew, the ability to articulate my thoughts really improved.'

The Foundation Year has already proven hugely successful, with 100% of those belonging to the first three cohorts receiving offers to study at Russell Group universities – the vast majority matriculating as Oxford undergraduates. Encouraged by these results, the University announced plans earlier this year to develop pioneering Oxford-wide access programmes inspired by the Foundation Year, along with the bridging scheme developed by University College.

Beulah says her time at Lady Margaret Hall helped her to visualise life as an Oxford undergraduate: 'Although progression onto the undergraduate course wasn't guaranteed, the year increased my confidence in my academic ability and made me realise how much I loved studying my subject. After being on the Foundation Year, I couldn't see myself studying anywhere else.'

*The Foundation Year has been funded by alumni of Lady Margaret Hall.*



**Above:** UNIQ student ambassadors are on hand to answer questions and offer support  
**Left:** Exploring Oxplore

# Fostering intercultural understanding



Inspired by a project launched four years ago in Berlin, Multaka-Oxford uses museums and collections as a meeting point for bringing people together.

Before coming to Oxford in 2018, Hussein Ahmed worked in an embroidery factory in Turkey. Three years before that, he was living in Syria. 'I finished high school and was preparing to study law at university, but I didn't because war started and I was forced to leave my country,' he explains.

Hussein is one of a number of people each year who settle in Oxford after fleeing persecution and danger in their own countries. Shortly after arriving in the city, a contact at a local community organisation suggested he might like to get involved in Multaka-Oxford, a project providing volunteering opportunities for forced migrants in museums.

The initiative, whose name means 'meeting point' in Arabic, is being delivered jointly by the History of Science Museum and the Pitt Rivers Museum. It sees participants train as tour guides and community curators, conduct collections research, and share their knowledge with the public through multi-lingual events, tours, blogs and displays.

'I thought it would be a good opportunity to learn more about history and culture,' says Hussein, who has now been volunteering on the project for over a year. During that time, he has given six tours based on objects from the History of Science Museum's Islamic scientific instrument collection. He also helped to co-curate a temporary display of textiles from the Arabic world at the Pitt Rivers Museum.

According to Rachel Harrison, Multaka's Volunteer and Community Engagement Coordinator, both collections resonate deeply with those involved in the project. 'Not only is there an emotional connection, but the

volunteers also see the prestige with which these cultures are treated in the museums,' she explains. 'The objects are safe; they're being studied and researched and displayed.'

As well as helping participants to reconnect with a culture they've left behind, the project also offers them an opportunity to learn new skills, gain work experience and practise their English. When Hussein first joined the Multaka team, he needed a translator with him at all times; he is now able to meet with project staff on his own. 'I've also learnt how to talk to people without feeling shy,' he adds.

After eight months of volunteering, Hussein felt confident enough to apply for a job. He is now employed full time as a Visitor Services Assistant at the Ashmolean Museum. 'The project does focus a lot on transferable skills,' says Rachel, who has also written references for participants hoping to work in the education sector and in the NHS. 'There's a real sense of people's confidence to access new places having been boosted.'

It's not just the volunteers who have benefited from the project, however. By giving space to diverse voices – and listening to them – the museums have gained important insights into the

interpretation and presentation of their own collections. 'We've noticed on so many different levels the benefit that the volunteers have brought,' Rachel continues, 'both from the research that they are doing, which is stored forever in the museums' databases, to the way that they can communicate with people. We've seen a real change in who comes into both museums as a result.'

As well as helping to make the collections more accessible, the project has also fostered a sense of intercultural understanding between those visiting the museums, and those volunteering in them. 'I can see that the project is doing a lot for bringing people together and encouraging people to understand new perspectives and different ways of living,' says Rachel. Hussein agrees: 'People here respect my language, respect where I come from. They like to hear about different cultures and that's been very encouraging. It has really helped me to feel part of this community.'

*Multaka-Oxford has been supported by the Esmée Fairbairn Collections Fund, and delivered in partnership with local community organisations including Asylum Welcome, Connection Support and Refugee Resource.*

🌟 There's a next step that will be even better. We have a huge team of volunteers who are feeling ready and empowered to take it to the next level 🌟

Rachel Harrison



**Above:** Multaka-Oxford volunteers planning the Connecting Threads display at the Pitt Rivers Museum  
**Left:** Hussein Ahmed handles a replica astrolabe at the History of Science Museum  
**Below:** A project volunteer leads a tour at the Pitt Rivers Museum

🌟 I was very happy to find objects from my beliefs, my culture and my country here 🌟

Hussein Ahmed



# Oxford Thinking: the campaign in numbers

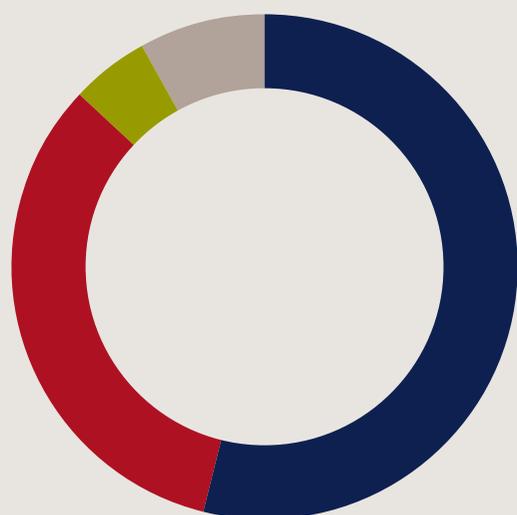
The donations made through the Oxford Thinking Campaign are making a real and lasting impact on teaching and research for the benefit of our students, academics and the world at large. Here is a snapshot of some of the achievements made possible through the generosity of our supporters.

## £3.3bn

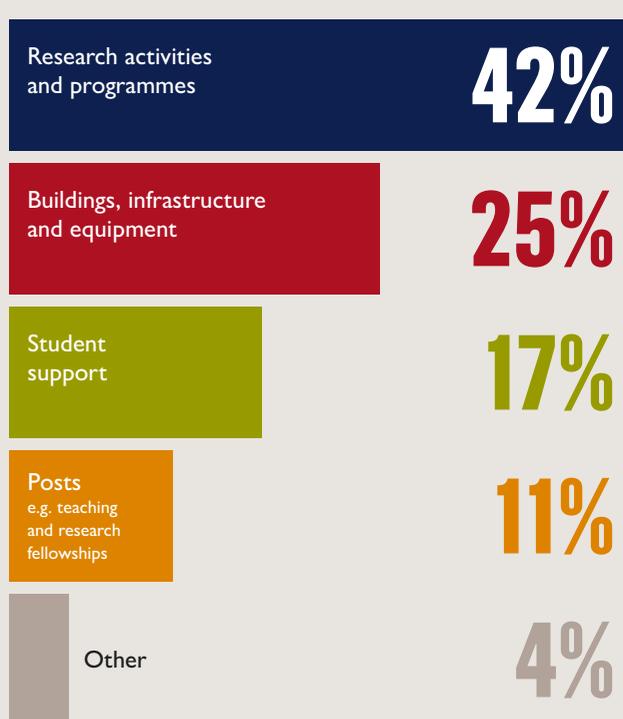
*was raised during  
the Oxford Thinking  
Campaign*

## More than 170,000 donors made a gift to the campaign

Where donations came from\*

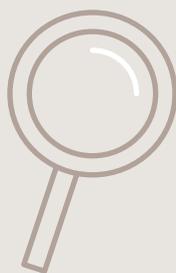


Destination of gifts by priority area\*



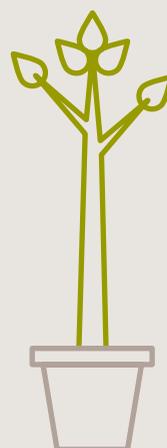
# £722m

raised for research activities and programmes\*



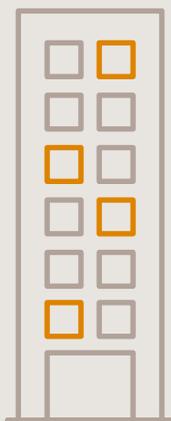
# £410m

for endowments\*  
Of this, £362m has been invested and is now worth £533m. In addition, £350m has been committed by the University in matched funding for endowment schemes



# £434m

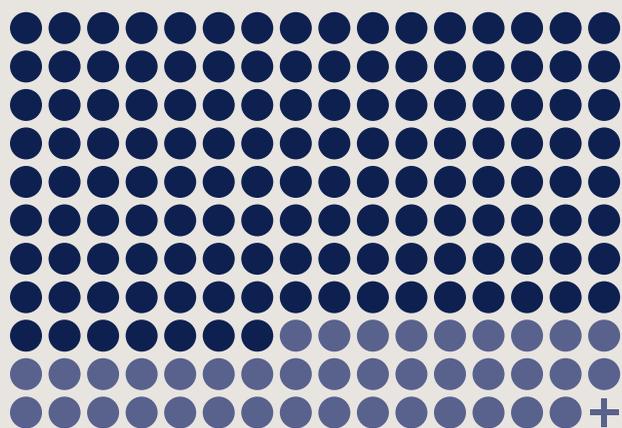
raised for buildings, infrastructure and equipment\*



1 in 4 UK undergraduates now receives a bursary



## More than 175 posts supported, of which 135 are fully or partially endowed



# 750 students

awarded scholarships under the Oxford Graduate Scholarship Matched Fund scheme†

## Over 8,600 participants in the UNIQ spring and summer schools‡

# £24m

raised for sport\*



\* University only

† The OGSMF encouraged new philanthropic donations to support graduate scholarships.

Oxford provided 40% of a graduate scholarship, matching a donor's contribution of 60%

‡ UNIQ provides state school students with direct experience of University life, encouraging students from under-represented groups to fulfil their academic potential

# Oxford Thinking: a timeline

We take you from the start of the campaign through to the present day, touching on a few key moments.

2004

Quiet phase of campaign begins



2005

Oxford Martin School founded  
*The Oxford Martin School's 200+ academics work in collaborative teams on complex, global issues. Research programmes include climate pollutants, the future of plastics, and cyber security.*

2008

*Public launch of the Oxford Thinking Campaign*

**Goal of  
£1.25  
billion**

2009

Ashmolean Museum re-opens following a major redevelopment

**100%**  
**INCREASE IN  
DISPLAY SPACE**



2010

## Launch of the Teaching Fund

# 75 TEACHING POSTS SECURED IN PERPETUITY

Endowment of these posts is helping to secure tutorial teaching at Oxford.



2012

## Launch of the Moritz-Heyman Scholarship Programme

2012

*£1.25 billion raised thanks to our generous donors*

# New target of £3 billion set



2013

## TORCH (The Oxford Research Centre in the Humanities) established

TORCH stimulates, supports and promotes research activity of the very highest quality, providing opportunities for inter-disciplinary and cross-institutional research as well as engagement with wider audiences, such as the Victorian Light Night in 2018 (pictured).

2013

New building for mathematics opens

*The Andrew Wiles building is home to the Mathematical Institute, uniting the department to facilitate teaching and research.*



2014

The University of Oxford  
China Centre at the  
Dickson Poon Building opens

*Located at St Hugh's College, the centre fosters collaborative research on China, with real-world impact.*



2015

Cecil the lion illegally killed

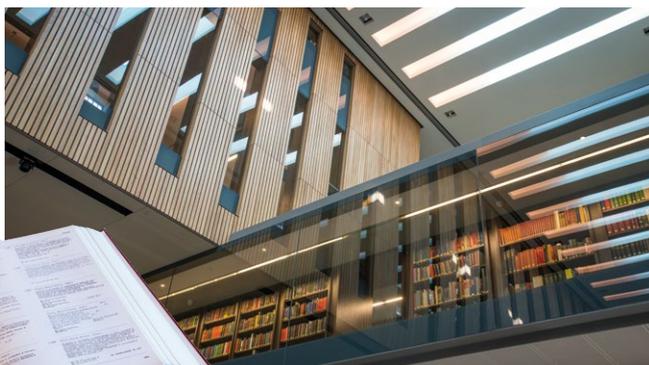
**Over \$1 million raised in three months in support of lion conservation work at the Wildlife Conservation Research Unit**



2016

Official opening of the Weston Library

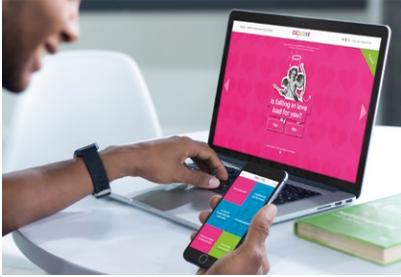
*In the space of four years, the Weston Library has hosted 14 large exhibitions and welcomed over 3 million visitors through its doors.*



2017

### Launch of Oxplore

An innovative digital outreach tool for young people aged 11 to 18, the Oxplore portal promotes broad thinking through a series of 'big questions'.



2017

### Big Data Institute opens

The Big Data Institute, part of the Li Ka Shing Centre for Health Information and Discovery, focuses on the analysis of large, complex, heterogeneous data sets for research into the causes and consequences, prevention and treatment of disease.



2018

### Official opening of the Acer Nethercott Sports Centre

The centre incorporates a spacious four court sports hall with a high-tech glass floor, complete with LED line markings that can easily be switched for different sports.



2019

*£150 million  
gift to establish  
Stephen A  
Schwarzman  
Centre for the  
Humanities*

2019

Campaign closes

**£3.3 billion  
RAISED FROM OVER  
170,000 DONORS**

*Thank  
you!*



# The power of plant science research

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Researchers in the Department of Plant Sciences are finding innovative ways to address some of our biggest challenges, from food security to environmental sustainability.

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Reversing the decline of pollinators

Bees are important pollinators for many wildflowers and crops, and are essential for both a healthy environment and a healthy economy. 'Over the past 50 years we've seen a dramatic decline in all insect numbers, but particularly bees and other wild pollinators,' explains Prince of Wales's Charitable Foundation Fellow Dr Matthias Becher. 'One of the main reasons for this is changing agriculture, but the use of pesticides, as well as pests and diseases, are also factors.'

Dr Becher builds complex computer models to better understand the way in which these factors influence colony growth and survival. Developed in

Above: Dr Matthias Becher and Sabrina Dietz identify a species of bee in Wytham Woods

collaboration with researchers around the world, the BEEHAVE models are fed with experimental data and expert knowledge in order to simulate real biological processes, such as nectar and pollen foraging behaviour in different landscapes. They are user-friendly, and freely available to download online.

‘The models enable us to look at how different factors act together, such as pesticides and food availability,’ explains Dr Becher, who took up his post at Oxford in 2018. ‘A colony has a foraging range of several kilometres, so to study these things in the field would actually be very difficult, time-consuming and expensive. Using a model means we can identify interesting factors or scenarios before committing to the actual experimental work.’

As well as serving as valuable tools for other researchers, Dr Becher’s models also contribute to the protection and enhancement of pollinator communities in agricultural landscapes. BEE-STEWARD – a recent addition to the BEEHAVE suite – allows farmers to see how pollinator-friendly land management could affect bee survival and pollination rates. The aim is to help farmers make the most of their land, both for bees and for business.

Having already produced models for honeybees and bumblebees, Dr Becher is now turning his attention to solitary bees. It’s work that 2018–19 John Oldacre Scholar Sabrina Dietz is keen to support. ‘I’d like to think that we could feed his model with the data I gathered, which will help to make it even better at predicting outcomes for solitary bees,’ she says.

While at Oxford, Sabrina was investigating both the effectiveness of pollinators and the quality and quantity of nectar and pollen provided by the plant in return. Her research will assist in predicting the stability and resilience of plant-pollinator networks, as well as the way in which interactions within these networks would rewire if, for example, a particular species of plant or bee were to disappear.

Like Dr Becher, Sabrina hopes that her work – and that of future John Oldacre Scholars – will help to inform land management and conservation practices in the future. ‘If the data shows that certain pollinators prefer flowers with a specific protein and sugar content, we can say to farmers: these are the types of plants you should have in your fields in order to improve the availability of nutrients,’ she explains. ‘Of course it may turn out that bees don’t have specific preferences and that they actually love a wide range of nectar and pollen nutrients – we’ll see!’

● The models are nice educational tools, and can be used by schools to teach bee biology ●

Dr Matthias Becher

## Growing better trees, faster

John MacKay, Wood Professor of Forest Science, is leading a major research project to develop genomic-based breeding methods for Sitka spruce, the UK’s third largest crop by area. Delivered in collaboration with the University of Edinburgh and Forest Research, the Sitka Spruced project aims to identify important traits – such as productivity, resistance to insect pests and tolerance of climate change – in order to make existing and future plantations more efficient and productive.

With Sitka spruce accounting for half of the UK’s £2-billion-a-year forestry industry, the potential impact of the project is significant. ‘One study suggests that growing Sitka on a 30-year cycle instead of a 40-year cycle could result in an increase of profitability between 15% and 25%,’ says Professor MacKay. ‘The other thing to keep in mind is that the UK currently produces only 40% of the wood it consumes, so if we can become less reliant on imports that would also be hugely beneficial.’

For Professor MacKay, the endowment of his post by Sir Martin and Lady Wood and the Patsy Wood Trust was an important factor in unlocking external research funding for Sitka Spruced. ‘Philanthropy has enabled me to dedicate myself to the research,’ he explains. ‘It’s also provided some financial resources to be able to hire personnel and make equipment purchases, meaning I can get projects going rapidly and efficiently. It really has been vital.’



**Above:** A young Sitka spruce tree

**Left:** Sabrina uses a net to catch bees

# The potential of regenerative medicine

Our understanding of common conditions affecting the heart, brain and immune system is set to grow with the establishment of the Institute of Developmental and Regenerative Medicine.

How are organs formed before birth? How do we become functioning individuals that have a possible lifespan of tens of years ahead of us? And, if things go wrong, how can those organs be repaired?

Hoffmann and Action Medical Research Professor of Developmental Medicine Georg Holländer became involved in paediatrics to try to understand such questions. His area of research is focused on the immune system, and specifically the thymus, which serves a vital role in developing cells that defend the body from potentially deadly pathogens, such as bacteria, viruses and fungi.

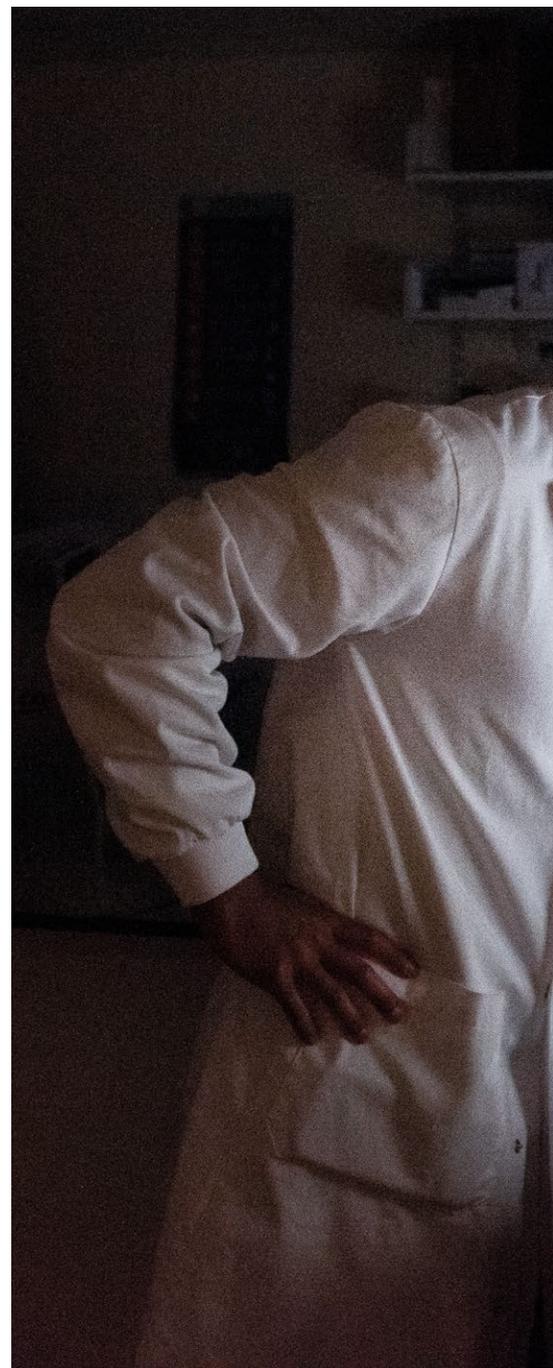
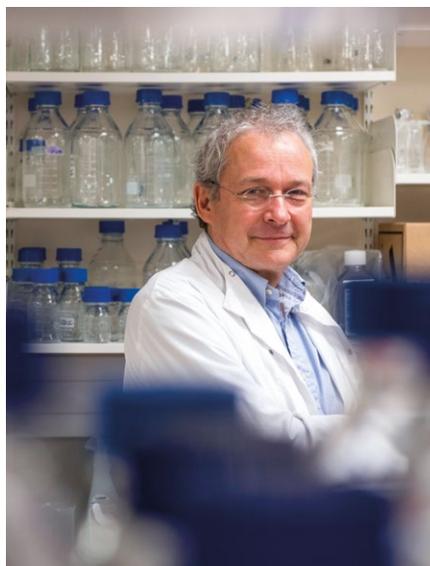
‘If we could identify the stem cells essential to form a thymus and transplant them or re-stimulate their growth to form healthy tissue again, then we would have a new therapy for a number of conditions,’ he says. ‘These include reduced responses to vaccines, due to immune system deficiencies; a higher susceptibility to cancer; and an increased weakness to fight infections effectively with advanced age.’

Professor Holländer’s work is at the cutting edge of regenerative medicine, a relatively new discipline underpinned by developmental biology: the study of genetic mechanisms that result in the normal formation and maintenance of tissues and organs during foetal

development and early life. Recent advances in this area involve reactivating cells to restore function after injury or disease, potentially revolutionising treatment for disorders of the heart, the brain and the immune system in patients of all ages.

To accommodate the great strides being made in this area, Oxford will establish the Institute of Developmental and Regenerative Medicine in 2021. Its formation has been led by Professor Holländer, along with Paul R Riley, British Heart Foundation Professor of Regenerative Medicine and Chair of Development and Cell Biology, and Matthew Wood, Professor of Neuroscience.

At a total cost of £35 million, the institute has been made possible by generous gifts from the British Heart Foundation and Dr Tetsuya Nakamura. André Hoffmann and Action Medical Research have also invested in the creation of the endowed professorship that Professor Holländer currently occupies. ‘It is very good to know that



‘I have been very fortunate to work with different philanthropists. Those that have given to Oxford see that their contributions really make a difference’

Professor Georg Holländer

Above:

Professor Holländer (centre) with research assistants Hector (left) and Emma (right)

Left: Professor Holländer in the laboratory



the work we are doing in this exciting area of biomedicine is able to be realised with the generous support of donors,' he says.

Professor Holländer is very clear on the reasons why Oxford is able to attract such significant donations: 'Oxford's history in medical sciences is an assurance that what's being done is forward-looking, and the added value is more than the sum of its different parts – much more. The freedom that individuals have to pursue their intellectual interests, and the rigour with which the academic community, in a friendly but very sophisticated way, interrogates their work, helps to create enormously rich and highly accomplished outputs.'

With two to three children out of every 1,000 live births suffering from central nervous system malformation, and with

deaths from heart and circulatory diseases among people under 75 on the rise for the first time in 50 years, there is a huge demand and need for therapeutic breakthroughs.

The institute's research will not provide therapies immediately, but Professor Holländer is convinced that they will come in time – along with accompanying economic and ethical questions. 'In the past, a regenerative therapy was either not possible or, when it was, the cost could be absorbed,' he says. 'Now, with many more therapies with good success rates and potentially large price tags becoming available, we need to find a different way to make sure that there is uptake and adoption of them, not only in wealthy regions, but also in low- and middle-income countries.'

First and foremost, however, Professor Holländer says that the institute's role will be to generate new knowledge:

'The benefit to the patient is that the 200+ researchers coming together in the new institute are looking at different diseases, such as common conditions like myocardial infarction, and how the heart muscle can be repaired by forming new tissue.'

Professor Holländer's interest in seeking answers to complex questions continues unabated, and is further enriched by a strong sense of professional community. 'The research domain where I work is a kind of global family,' he says. 'It is an area that has brought together a group of very inquisitive, friendly, engaging individuals. It is a great environment in which to do what we are doing.'

# Colleges and the campaign

**Below left:**  
Marie-Ann Harvey  
at Wadham College  
**Right:** Etienne Hanelt  
at Wolfson College  
**Below right:**  
Vandita Khanna (left)  
and Safa Fanaian (right)  
at Somerville College

Donations to the Oxford Thinking Campaign have had a tremendous impact across the colleges, opening doors to the brightest minds and providing outstanding spaces in which they can live and learn.

## Becoming a beacon for fair access

When Wadham College established its Access to Excellence programme in 2012, it did so with a clear vision in mind: to identify and remove the barriers that impede potential applicants, students and researchers in their quest for excellence. In the years that have followed, this commitment, which builds on a long history of outreach work at the college, has seen Wadham become a national leader in the debate over fair access in higher education.

Undergraduate access – the initial focus of the college’s work – has undergone a step change in this time. Thanks to a dramatic expansion of its outreach programme, funded in large part through

donations from alumni, Wadham is now home to one of the most diverse student bodies in Oxford, with just under 70% of its UK undergraduate intake coming from state schools.

From 2020, two new buildings will enable the college to expand and develop this work even further: Oxford’s first purpose-built access centre, the Dr Lee Shau Kee Building, will become a hub for Wadham’s extensive outreach work, while the William Doo Undergraduate Centre will provide students with inspirational facilities for social and academic interaction.

‘The most important aspect of Wadham’s access work is that we send a message to all students that this is an institution where you can apply, succeed and thrive,’ explains Access and Outreach Officer Dr Hugh Munro. ‘The access centre really puts that at the heart of what we’re trying to do by expanding that message to reach even more students.’

Undergraduate student and Wadham access ambassador Marie-Ann Harvey agrees: ‘I think one thing that people don’t always remember is that access isn’t just about getting people in the door. There’s so much more to it. So the idea that we’re going to have two centres dedicated to not only getting people in, but to keeping them here, is a huge step forward. It’s something I just can’t help but take pride in.’

→ Go online to read more about Marie-Ann’s passion for access:  
[www.development.ox.ac.uk/access-to-excellence](http://www.development.ox.ac.uk/access-to-excellence)

## Setting a new standard for graduate education

Wolfson College is one of the University’s largest graduate colleges, unique in its academic scope and international reach. In 2011, more than 40 years after it was founded, the college embarked on an ambitious plan to set a new standard for graduate education in Oxford.

At the heart of this plan was a brand-new academic wing. Built in two phases



As we like to say here at Wolfson, the opening of the new academic wing moved the intellectual centre of Oxford a little bit north

Etienne Hanelt

and completed in spring 2016, the wing has dramatically enhanced the resources and space available to Wolfson's graduate students, fellows and research clusters. Alongside a state-of-the-art auditorium sit new seminar rooms, academic offices and study spaces. A café and landscaped quad complete the redevelopment.

'It's hugely important to have this space where people can meet and chat to one another,' says Etienne Hanelt, DPhil candidate in Socio-Legal Studies and Wolfson's Chair of the General Meeting. 'Part of the Wolfson ethos is to be egalitarian; it's all about fellows mixing with students and these new spaces just provide further opportunities for that to happen.'

The wing sits seamlessly alongside Wolfson's original 1970s architecture, a now Grade II listed piece of work designed by leading post-war architects Powell and Moya. 'It's in keeping with the principles of the original architecture, but it's much more modern,' says Etienne. 'The café is a great social space, while the auditorium opens up so many new opportunities for academic events. The new wing really is a crucial and much-used addition.'

*The academic wing was supported by gifts from more than 100 donors, including principal gifts from the Wolfson Foundation, John and Liz Adams, and the estate of Dr Francis Marriott.*

## Indian scholars address sustainable development

The opportunities and challenges of sustainable development in India, and their implications for the wider world, are being addressed by the Oxford India Centre for Sustainable Development.

The centre was established in 2013 through a funding partnership between the government of India, the University of Oxford and Somerville College. The generosity of donors has enabled the centre to more than double the number of scholarships it offers to



outstanding postgraduate students from India. The Oxonian India Foundation was also set up to bring the centre closer to its goal of offering 20 scholarships in total, by enabling supporters in India to give tax-efficient charitable donations.

The scholars' work on sustainable development issues covers climate change, clean energy, sustainable cities, healthcare, food and water security, environmental sustainability, and law and governance. Once at the centre, they develop skills to prepare them as future leaders using their different academic disciplines and approaches. Many plan to return to India on completion of their studies to apply their knowledge.

Partnership with organisations across India is integral to the work of the centre's

scholars and researchers. Academic outputs informed by these collaborative exchanges can then be used to direct policy, ultimately affecting the everyday lives of millions.

'In order to build a coherent response to sustainable development you need everyone on board, and the centre provides that intellectual coherence,' says Indira Gandhi Scholar Vandita Khanna, BCL Jurisprudence. Fellow scholar Safa Fanaian, DPhil in Geography and the Environment, agrees, adding: 'There are people working in different areas but you realise that it all intersects in so many ways.'

→ Go online to read more on this story: [www.development.ox.ac.uk/oxford-india-centre](http://www.development.ox.ac.uk/oxford-india-centre)





Zoë Jinadu at the  
University of Oxford  
China Centre

# Nurturing young talent through cultural exchange

## Oxford's links with China and Hong Kong are being strengthened through the Fung Scholarship Programme.

The Victor and William Fung Foundation has been committed to supporting students at Oxford since 2010, funding a comprehensive range of programmes for students travelling between Oxford and China. The foundation has made a new pledge of support to the University, to continue the programme over the next four years.

Fung Scholars benefit not only from academic courses and professional internships; they also participate in a range of activities that promote the exchange of cultural and social ideas and values, which significantly enhance their experiences.

Every summer, ten students from China and Hong Kong spend six to eight weeks in Oxford to experience a research placement, working with a host department to gain insights into the research environment and to hone their interest in specialist subjects. The visiting Fung Scholars do not spend all their time in the lab, however; they also take part in cultural trips and weekends in other UK cities.

Students of the BA degree course in Oriental Studies (Chinese) are able to spend their second year in China as Fung Scholars. Undergraduate students from across the University also have the opportunity to undertake summer internships in Hong Kong and China,

learning new skills, meeting new friends and networks, and having time to travel and explore the country. Many Fung Scholars return to China and Hong Kong after their studies and internships.

The foundation recognises that, for many of those considering a degree in Chinese – up to 16 students annually – spending a year in Beijing can be a heavy financial commitment. The Fung Scholarship ensures that every student on the course at Oxford benefits from a significant contribution to the costs of their year abroad.

This support is greatly appreciated. For undergraduate student Zoë Jinadu, the year she spent in Beijing was the best year of her life, thanks to her scholarship.

‘The Fung Scholarship is the whole reason we could go on the year abroad,’ Zoë says. ‘There were no language school fees to pay. Considering that we were going to full classes and doing so much at that university, it was amazing. I relished the opportunity to speak Chinese every single day and it was unbelievable how my language improved. I feel very confident in my Chinese now, which has massive implications for the rest of my degree and my success at Oxford.’

An extensive range of experiences was made available to Zoë during her time in Beijing, of which she took full advantage: ‘I was part of a hip-hop group, I went on

TV a number of times, I had two separate free trips around China, I went to see the Terracotta Warriors, I stayed with a Chinese family, we saw Beijing Opera... I was doing all this extra-curricular stuff and I made so many new friends.’

Zoë’s journey to becoming a near-fluent Chinese speaker, however, was not necessarily a traditional one. ‘In the sixth form I was studying maths, chemistry and English literature,’ she says, ‘so I’d never really learned a language properly before.’ But Zoë’s studies changed direction when she met a Chinese friend. ‘Her English wasn’t great so, just for fun, I thought I’d learn a bit of Chinese. I realised that it is the best language. I felt a passion that I’d never felt before about anything.’

Now Zoë cannot conceive of anyone *not* wanting to learn Chinese. ‘I want to reassure people that Chinese is actually nowhere near as hard as they think it is. And it’s really useful. When I went to Malaysia and Thailand while I was on my year abroad, if they couldn’t speak English – Chinese!’

After graduation, the Fung Scholarship community continues through annual conferences and city-based groups known as Fung Scholars Local Chapters, where current scholars and alumni of the Fung Scholarships have the chance to meet and exchange ideas. ‘It’s a great opportunity to meet like-minded individuals,’ says scholar graduate Adam Knight. ‘Because a lot of the Fung Scholars are fairly entrepreneurial, it’s really quite fun to hear what ideas people have got and where they plan to go with things.’

Zoë is thankful for the richness of her experiences at Oxford: ‘It’s things like the Fung Scholarships that make Oxford so unique and worth the hard work.’

👉 I don't have any words that can express my gratitude. I really did have the best time 🍷

Zoë Jinadu



# Teaching in, reaching out

The University's gardens, libraries and museums play a vital role in engaging with the public and in supporting teaching and research at all levels. Philanthropy is helping to ensure these resources are made accessible in order to inform and inspire a wide range of audiences.

Above: Dr Jim Harris (left) leads an object handling session at the Ashmolean

## Engaging with objects

With the support of numerous donors, the Ashmolean Museum underwent a major physical transformation during the Oxford Thinking Campaign. It reopened in October 2009 to wide acclaim, with a focus on connections transcending geography and chronology.

In addition to doubling the display area, the redevelopment also enabled the museum to reconsider its academic relationship with the University. In 2012, the Ashmolean University Engagement Programme, generously funded by the Andrew W Mellon Foundation, was established to reimagine the museum's potential as a resource for academic engagement at Oxford, encouraging the development of university teaching rooted in the Ashmolean's extraordinary collections.

Since then, new classes, courses and cross-disciplinary partnerships have broadened the range of subjects that regularly employ object-centred learning, including medieval and modern languages, geography, Tibetan studies, mathematics, anthropology, medicine, business and English literature. The museum now delivers over 500 classes, seminars and tutorials every year, attended by upwards of 4,000 students.

As well as enhancing the degree programmes of Oxford students, the

Ashmolean has also become a key centre for faculty members and early-career scholars to develop their skills as teachers. The Ashmolean Faculty Fellowship programme embeds academics in the curatorial departments in order to research the collections and develop new, museum-focused courses.

Led by Andrew W Mellon Teaching Curator Dr Jim Harris, the Ashmolean's academic engagement programmes also form a key part of the museum's commitment to diversity, equality and inclusion. Dr Harris says: 'For a culturally and socially diverse student body, the Ashmolean's amazing collections represent an equally and uniquely diverse and agile resource, drawing out otherwise disregarded or less-audible voices. The object-centred classroom is a fundamentally democratic space where the object can serve as a starting point and focus for exciting, inclusive teaching and learning in any discipline.'

## HOPE for the Future

The Oxford University Museum of Natural History is renowned for its breathtaking Victorian neo-gothic architecture and galleried cloisters, brimming with fascinating specimens from the natural world. The collections it holds behind



Above: A school visit to the British Insect Collection at the Oxford University Museum of Natural History

closed doors are equally intriguing. The British Insect Collection, part of the Hope Entomological Collections, is a cornucopia of 1.1 million specimens. It is a valuable research tool which spans almost the entire history of British entomology, representing a vast store of information on the biodiversity of Britain and documenting how it has changed during and after the Industrial Revolution.

Although used frequently by graduate students and visiting academics, much of the collection is currently inaccessible to the public. With support from the National Lottery Heritage Fund (NLHF) to enable a development phase, the HOPE for the Future programme has already helped reconnect people with their natural heritage, opening up these hidden treasures with tremendous results.

The development phase included a range of outreach activities such as HOPE insect discovery days for schools, an Insect Investigators summer school, and a pilot Move a Million project working with volunteers to look at the re-curation of the British Insect Collection. Feedback was overwhelmingly positive from teachers, children and volunteers.

The success of the development phase has since resulted in a generous delivery phase grant of £703,700 from the NLHF to help safeguard the British Insect Collection, support a major education



Above: Inside one of the glasshouses at the Oxford Botanic Garden

● The Oxford Botanic Garden and Arboretum has been able to offer so much more to the University and the public alike thanks to support from the Friends ●

Simon Hiscock

and community outreach programme, and create a new multi-purpose public space through the refurbishment of the historic Westwood Room.

Janet Stott, Deputy Director and Head of Public Engagement at the Oxford University Museum of Natural History, says: 'HOPE for the Future has allowed us to demonstrate the essential role our collections play in inspiring and supporting diverse new generations of scientists, and in world-leading research. Thanks to National Lottery players, we look forward to expanding this work further to deepen understanding and ignite fascination of the natural world amongst the public.'

### Nurturing growth

The Oxford Botanic Garden and Arboretum (OBGA) have been much-loved features of the Oxford landscape for many years. Founded in 1621, the Oxford Botanic Garden is the oldest botanic garden in the UK, and houses approximately 5,000 different types of plants, including many critically endangered species. Harcourt Arboretum was acquired by the University in 1947 and contains some of the finest North American conifers in the UK, including giant coastal redwoods.

OBGA plays a vital role in research and teaching in plant sciences, plant conservation, and as a platform for public engagement to inform and inspire people about the importance of plants to all life on earth.

Support from the Friends of OBGA underpins the mission to share the scientific wonder and importance of plants with the world. Membership of the Friends has almost doubled over the past decade. During that time, the group has been instrumental in raising funds for key areas of collections development for research and education, and for public engagement projects including visitor trails, family-friendly events, interpretation boards and the recently opened Herbarium Room.

Simon Hiscock, Director of the OBGA, says: 'OBGA has been able to offer so much more to the University and the public alike, thanks to support from the Friends. The visitor experience has been transformed over the past few years and, with our 400th anniversary in 2021, we are committed to upgrading our facilities further. We have bold plans to redevelop the glasshouses and provide more all-weather public spaces (including a café) at the garden, while at the arboretum the Friends' campaign for the 400th anniversary seeks to raise funding to renovate the path network, as part of an NLHF bid for a new visitor and education centre.'



# The Wolfson Foundation's commitment to excellence

Support from one of the UK's largest grant-making charities is helping to transform the life and work of the University.

'It seems to me that the challenges facing higher education at the moment mean that philanthropic funding is as important, if not more important, than it has ever been,' says Paul Ramsbottom, Chief Executive of the Wolfson Foundation.

'And I think of challenges in two ways,' he continues. 'Firstly, financial challenges, particularly around Brexit, as well as tuition fees and earned income, and secondly, big societal challenges – issues like climate change and artificial intelligence, in which university research will play an absolutely critical role. To be in a position to fulfil that role, though, I think that universities will need philanthropic support, and quite significant philanthropic support for that matter.'

Established in 1955, the Wolfson Foundation awards grants to support excellence in the fields of science, health, education and the arts. It has a rigorous decision-making process, with funding

Above: Paul Ramsbottom at the Beecroft Building

awarded on the basis of expert peer review. This, Paul says, 'ensures that our emphasis on excellence and quality isn't just a mantra.'

The foundation has a long-standing relationship with Oxford. Its first grant to the University, to endow a chair in metallurgy, was awarded in 1957; its most recent, to support a new national thin-film cluster facility for advanced functional materials, was announced in July. Over the course of six decades, the foundation has given more than £100 million (in real terms) to approximately 350 individual projects at Oxford.

For Paul, the success of the partnership stems from a sharing of core values. 'I think this emphasis on excellence and quality means that our two organisations have an absolute synergy,' he says. 'Oxford's commitment to excellence chimes very well with the foundation's wish to fund infrastructure that underpins research of the highest international quality.'

Of the £30 million plus awarded nationally each year, roughly 85% is allocated to capital infrastructure. The reason for this, Paul explains, is the increasing scarcity of traditional forms of statutory funding: 'All of the advice we get in talking to universities is that it is becoming more and more challenging to secure funding for buildings and equipment. At the same time, we know that in order to maintain status as an internationally competitive research institution, it is vital to keep investing in infrastructure. That's hard to do at any time, but it's particularly difficult at this juncture.'

A substantial number of buildings in Oxford have either been constructed or equipped with the foundation's support, including Wolfson College, the Earth Sciences Building, the Mathematical Institute, the Beecroft Building and the Stroke and Dementia Centre. The latter, which is being built on the John Radcliffe Hospital site, will enable researchers to undertake work that could have life-changing outcomes for patients.

'Having a dedicated building for research into the prevention of stroke and dementia is going to be really advantageous, not only for the researchers, but also for the patients who take part in the research,' says Paul. 'It's such an important area; the rates of both stroke and dementia are at such high levels that if the centre can provide new insights into them, it will have a profound impact on society.'

As part of its mission to fund places, the foundation also partners with central government to deliver the DCMS/Wolfson Museums and Galleries Improvement Fund. Established in 2000, the fund supports national and regional

museums to improve the quality of their displays, enhance exhibition spaces and public access, and increase awareness of their collections.

To date, the partnership has committed some £2 million to the improvement of Oxford's own cultural institutions, supporting projects that range from the redisplay of the Ashmolean's founding collections, to the installation of innovative digital technology at the Pitt Rivers Museum.

Although infrastructure projects take the lion's share of funding, the foundation is keen to support people too. Oxford is one of nine UK universities involved in the Wolfson Postgraduate Scholarships in the Humanities Programme, which was established in response to concerns about funding for the humanities as well as the impact of increased undergraduate debt on postgraduate studies.

The programme has benefited 39 DPhil students at Oxford so far, with scholarships providing essential support as they conduct innovative research in the fields of history, languages and literature. 'They're always really fascinating, really talented people,' comments Paul. 'The ambition is that they are the research leaders of the future.'

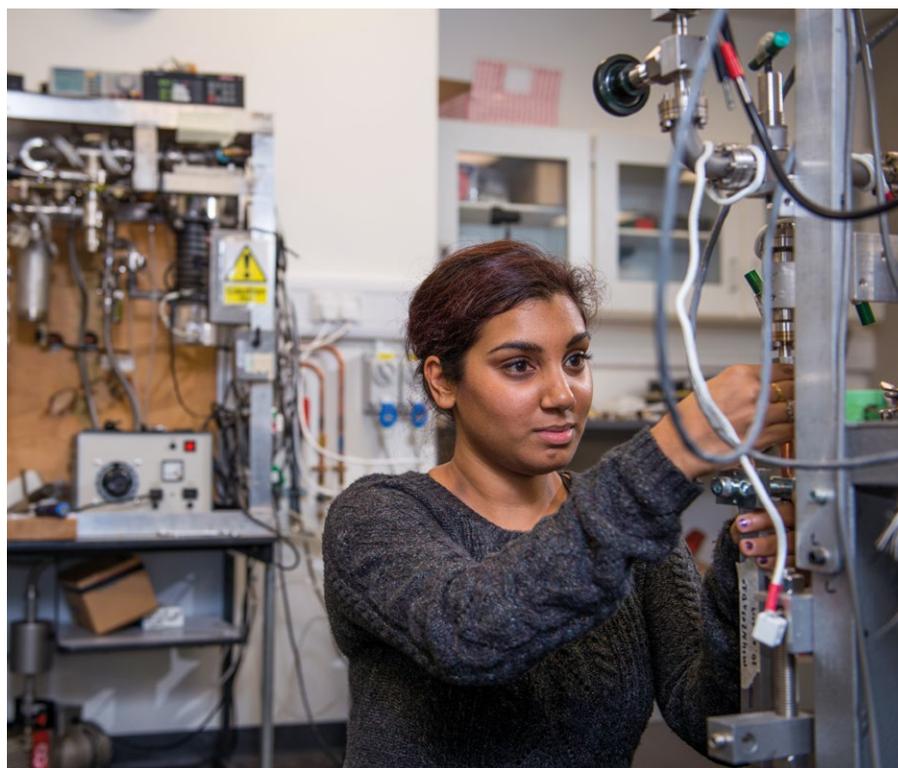
On a personal note, Paul says he feels privileged to play a role in supporting the wide-ranging work being undertaken at Oxford: 'I tend to get one or two days in the city each year wearing my Wolfson hat. Walking around, I know I'm never far away from something that has had some kind of Wolfson influence, and I have to say, that does feel very nice indeed.'

● The beauty of philanthropy for universities is that it's the money which is the most flexible, and because of that, it really allows vision and dreams to be fulfilled ●

Paul Ramsbottom



**Above:** The Ashmolean Story Gallery was supported by a grant from the DCMS/Wolfson Museums and Galleries Improvement Fund  
**Below:** The Noble Lab is one of a number of laboratories in the Earth Sciences Building that was supported by the Wolfson Foundation



# Thanks to your support...

...rural communities in Africa can have more reliable access to water supplies

Across Africa, many rural communities rely on handpumps for their daily water needs. At any one time, however, one in four pumps is broken and can take weeks or even months to fix. This places a great burden on individuals, often children, who are forced to find water from alternative sources which can be much further away or unsafe to drink.

Technology developed by the Smart Handpumps project at the Smith School of Enterprise and the Environment (SSEE) has been deployed at two study sites in Eastern Kenya to help tackle this problem. This technology informs mechanics when pumps are not working, and 98% of repairs are now completed within three days.

A crowdfunding campaign launched earlier this year raised over £50,000 from more than 200 donors to extend the use of this technology to other communities in Kenya, and beyond. As a result, more people can benefit from sustainable

water supplies. Donations are enabling the project to transition from a research trial to a more scalable system. The team is now developing a new database that can capture more complex information from the pumps using mobile data networks, and share this data with local maintenance partners, NGOs and local government working to improve rural water sustainability.

Patrick Thomson, project leader at the SSEE and inventor of the smart handpump, says: "Thanks to the support secured through this crowdfunding campaign we will be able to scale this beyond research, keeping more pumps working and ensuring more rural households can get on with their lives without having to worry about their water supply."

*Gifts to this appeal were matched by the Global Challenges Research Fund.*



...the Bodleian's map collection has been enhanced and shared with the public

An appeal for the Bodleian Libraries' map collection raised over £37,000 for new acquisitions and curatorial projects such as restoration and digitisation, which will improve access to the collection for research and scholarship.

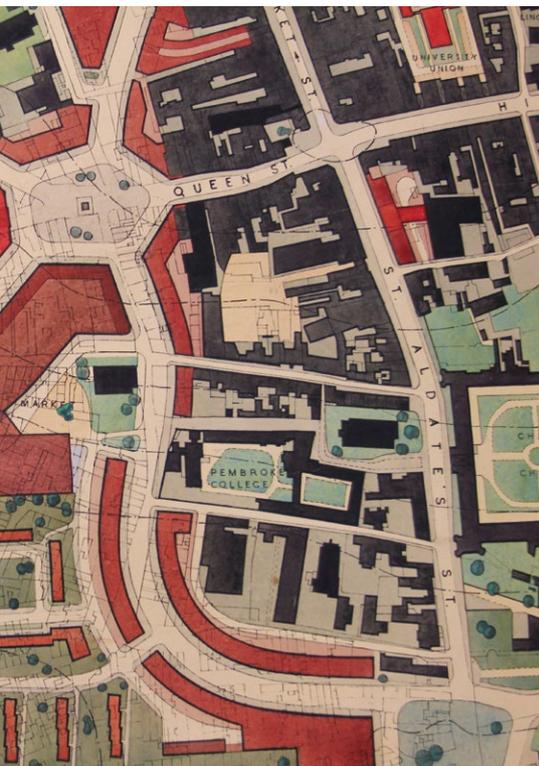
Nick Millea, Map Librarian at the Bodleian, says: "The maps appeal has brought in funds which, to date, have enabled us to buy a protective cover for a 1492 facsimile globe which we can now display in the reading room. We have also purchased a set of quirky Brexit maps created by a local artist as well as a wonderful Victorian map of British lighthouses. In addition, we have boxed nine volumes of previously unprotected 19th-century sea charts. None of this would have been possible beforehand."



**Below:** The Thomas Sharp map of Oxford

**Below left:** A smart handpump in use in Kenya

**Below right:** Participants of the Meet Me at the Ashmolean programme



Treasures from the map collection can be viewed at the Bodleian's current *Talking Maps* exhibition in the Weston Library. The exhibition, which has been made possible by support from a number of major donors, runs until March 2020 and celebrates the role of maps in the places they depict and the people who make and use them. Drawing on the Bodleian's unparalleled collection of more than 1.3 million maps, it brings together an extraordinary selection of ancient, pre-modern and contemporary maps from a range of cultures and in a variety of formats, as well as showcasing fascinating imaginary, fictional and war maps.

Highlights include the Gough Map, the earliest surviving map showing Great Britain in a recognisable form; the Elizabethan Sheldon Tapestry Map of Gloucestershire; a late Ming map of the South China Sea; and fictional maps by C S Lewis and J R R Tolkien.

🗨️ We have boxed nine volumes of previously unprotected 19th-century sea charts. None of this would have been possible beforehand 🗨️

Nick Millea

## ...accessibility for older people is being improved at the Ashmolean Museum

Ashmolean for All is an ambitious programme of public engagement at the Ashmolean Museum. As part of this scheme, the Meet Me at the Ashmolean appeal was launched to focus specifically on the needs of older visitors. Thanks to the support of over 200 donors, more than £78,000 has been raised to make the museum's spaces friendlier and more accessible, helping older visitors improve brain health through cognitive stimulation, physical activity and social interaction.

By connecting older people to the collections, the museum will become an even more engaging venue, particularly for those who are experiencing loneliness or living with dementia. The Ashmolean is now in the process of developing an Older People's Action Team to help drive practical changes in the galleries such as improved seating, ramp access and clearer labelling.

Beth McDougall, Gardens, Libraries and Museums Community Engagement Officer: Older People, says: 'Older people are often viewed as implicit audiences and supporters of museums. The Ashmolean recognises that as we age, some of us will experience physical and intellectual challenges that lessen our engagement with museums. We want to ensure that everyone has the opportunity to connect with, shape and enjoy the museum in later life; and the tremendous support for the Meet Me appeal demonstrates the importance people place on making this happen.'

🗨️ We want to ensure that everyone has the opportunity to connect with, shape and enjoy the museum in later life 🗨️

Beth McDougall



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