

*Opening the
world's first
sleep science
institute*

*Enabling social
mobility*

*Sustaining world
class museums*

*Empowering students
with disabilities*

*Researching sustainable
forest management*

*Investigating
dark matter*

*The Campaign for the
University of Oxford*

CAMPAIGN REPORT 2013/14

Thanks to your support this year...



...Oxford Sparks has engaged the public with science

Oxford Sparks is an online portal connecting teachers, students and the public with scientific research from across the University. Support from a number of donors to the 2013 Annual Appeal has enabled 16 graduate students and researchers to attend a Narrative Skills course to improve storytelling for use in presentations. Teaching resources on crystallography have also been developed for 11- to 18-year-olds, to accompany the animation 'A Case of Crystal Clarity' (pictured).

'The film was really useful to me as this topic is in my current GCSE syllabus. It helped me to remember the process, something that I had been forgetting.'

GCSE student on 'A Case of Crystal Clarity' animation



...Gareth is starting his Master's Degree

Gareth Jones is undertaking an MSc in Applied Linguistics and Second Language Acquisition. This was made possible, in part, from donations to the 2013 Annual Appeal. He hopes his research will help young children to acquire language and learn to read more readily.

'Through my research I hope to find a way to help children who, like myself, come from challenging family and social circumstances to break the cycle of poverty with education. Without a scholarship, I would never have made it to Oxford. Thank you for giving me the opportunity.'

Gareth Jones, MSc in Applied Linguistics and Second Language Acquisition



...the Bodleian can acquire more rare books and manuscripts

Support at all levels is vital in helping the Bodleian Libraries both to develop their e-books collection and to acquire relevant rare books and manuscripts from auctions and book dealers.

'The Bodleian has been collecting wonderful, rare research items for over 400 years. The money raised through the Annual Appeal is enabling us to purchase items we would otherwise lose, and build collections for current and future generations of scholars, students and the public. Thank you for your support.'

Chris Fletcher, Keeper of Special Collections



Thanks to our donors, the Oxford Thinking Campaign has this year surpassed the £1.8 billion threshold. This is a tremendous achievement, made possible through donations of all sizes across the collegiate University.

The Campaign Report for 2013/14 provides a snapshot of some of the incredible work being undertaken at Oxford as a direct result of philanthropy. From ongoing support for exceptional students, to the development of fascinating programmes of research and the promise of new facilities, gifts received through the Campaign are making a real difference to people's lives.

We begin the new academic year with vigour and optimism, secure in the knowledge that, with your help, the University of Oxford is truly able to make a positive global impact. Thank you for your support.

Liesl Elder
Director of Development
University of Oxford Development Office

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MEET THE DONORS



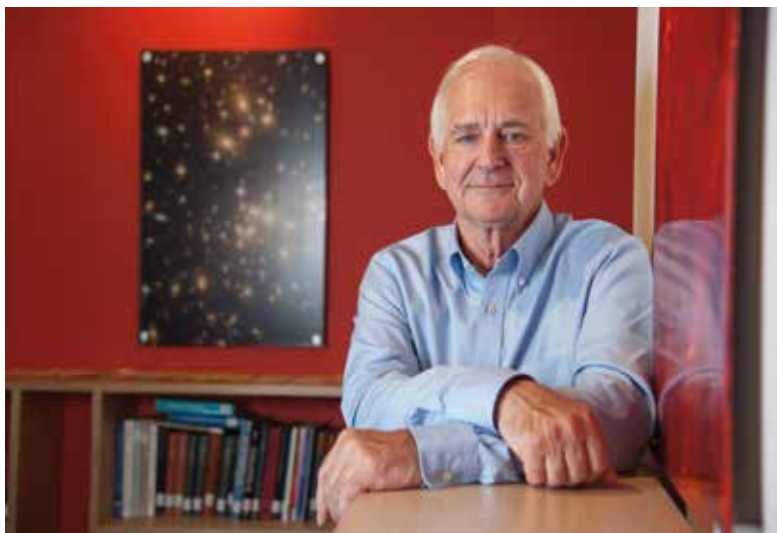
Peggy Heeks, Emeritus Fellow at the Oxford Centre for Christianity and Culture at Regent's Park College

Donated £500 towards a chair in the new Weston Library

Q I like to feel that for years to come there will be people using that chair. That's one of the attractions of the Bodleian, this sense of continuity. I am very much in favour of the Weston – it will be so much better than the New Bodleian. The architecture is just beautiful. You will also be able to get a cup of coffee in there, and go to exhibitions – it will be an enormous improvement.

I have used the Bodleian in the past for my work. I am a fellow at Regent's Park College, and I've just finished some work that required me to go into the Radcliffe Camera to research the history of the congregational church. I find that staff are extremely helpful and accessible. I believe that we suffer generally from a lack of commitment and, as a librarian, I am committed to libraries, learning and education. This is why I became a Friend of the Bodleian, and later a member of Bodley's Circle [a group of people who support the Bodleian through legacy pledges]. I think we should support the Bodleian – there's a great tradition of doing so. Thomas Bodley, when he first set up the Bodleian many years ago, wanted to 'stirre up men's benevolence'. That is still the aim today.

The state-of-the-art Weston Library will open to all in March 2015. Many individuals have made a donation by dedicating a chair in the lecture theatre or the reading rooms.



Adrian Beecroft, Physics alumnus, The Queen's College

Donated £4 million towards the new Beecroft Building in the Department of Physics. Adrian continues to support the Beecroft Institute of Particle Astrophysics and Cosmology (BIPAC)

Q Why are you supporting this Physics building?

A Oxford had a huge impact on me as an undergraduate. It imbued me with a great love of physics, so I wanted to give back. It's important that Britain has world-class universities, with world-class facilities. Oxford Physics needs to attract and retain world-class academics who won't come if the working space is impractical.

Q Why is it important to invest in buildings?

A The department needs practical, effective space. For example, in Condensed Matter Physics, which will be housed in the new building, they need vibration-free laboratories to continue to produce exceptional research.

It's not just a matter of renovating old space – this new £35 million building will give talented theoreticians and experimentalists

state-of-the-art laboratories and practical office space in which to work together. You can be certain that something will come out of it – but not necessarily what!

Q What areas of research at Oxford most interest you?

A I am particularly interested in cosmology, so I have been very excited by recent work on the Cosmic Microwave Background by Jo Dunkley and others at BIPAC. This research has meant that many theories that were out there on how the Big Bang developed have been eliminated. Also, the work of the 'citizen science' Galaxy Zoo project, in which tens of thousands of people have been helping to identify the nature of galaxies in a way that cannot be done by artificial intelligence, has been great. The methodology developed by Oxford for this is now being applied in other areas of scientific research with significant results.

DORS

WE SPOKE TO A FEW OF THE DONORS WHOSE GIFTS HAVE MADE A DIFFERENCE THIS YEAR

Mr Wu Xu, CEO of Creat Group

Donated £5 million to the Oxford-Creat Graduate Scholarships



Q What motivated the Creat Group to make a gift to Oxford?

A Advocating for education is a tradition in China, and so is philanthropy. I believe that higher education is the catalyst for technology and progress, so donating to education will bring benefits to our society as well as future generations.

We chose Oxford because, with nearly 850 years of history, it is a well-known research-based institution. I sincerely respect Oxford's excellent reputation, as well as its commitment to ensuring the most talented students can attend Oxford regardless of their financial situation. This is our first donation towards an overseas project – I hope this partnership between China and Oxford is a great success.

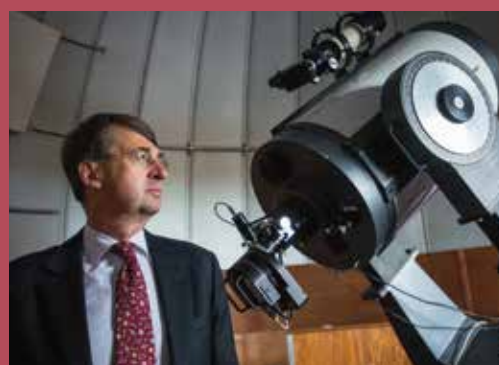
Q Why do you think it's important that businesses make contributions of this kind?

A Any entrepreneur owes their success not only to their own arduous efforts, but also to the support of their country. Therefore,

as an entrepreneur with a conscience, I believe it is crucial to give back to society after becoming successful. Doing this is also important for the development of companies themselves, because their prosperity, and the prosperity of China, depends on education. As an old Chinese saying goes: 'It takes ten years to grow trees, but 100 years to grow people'.

Q What do you hope the impact of the Oxford-Creat Scholarships will be?

A With this scholarship, more talented Chinese students from low-income backgrounds will be able to come to Oxford. I believe they will cherish their experience of studying and doing research at Oxford, and equip themselves with cutting-edge knowledge. I hope their experience in Britain will mean they can help to build bridges between the Chinese and Western cultures, and strengthen the friendship between China and the UK. I hope these students develop a global perspective and become leaders in our society.



Exploring the universe's darkest secrets

Dark matter and dark energy are thought to account for more than 95% of the whole universe, but scientists have yet to figure them out. Now the University of Oxford will play a leading role probing these secrets, thanks to a generous gift of £1.5 million from the Hintze Family Charitable Foundation.

The gift will set up the Oxford University Centre for Astrophysical Surveys, led by Professor Roger Davies (pictured), by funding a team of research fellows and graduate students. The support will also enable Oxford to subscribe to two major sky surveys – the Sloan Digital Sky Survey and the Large Synoptic Survey Telescope. In addition to dark matter, the academics will research galaxy evolution and transient astronomical events.

The centre will build on the last decade of astronomical instrumentation in Oxford. 'The Department of Physics has a strong record in astrophysical surveys and this is the ideal opportunity to augment what we are already doing. This timely gift has enabled us to take part in these two surveys, which have the potential to completely revolutionise our understanding of the universe,' says Professor Davies.

But the centre has a broader remit than just research. 'We will build the Oxford profile in survey science and astronomy by holding workshops and conferences,' explains Professor Davies.

Sir Michael Hintze, who studied physics himself, is a long-standing supporter of astrophysics at Oxford.



Museum of Natural History sees the light again

After a year in the dark, the University's Museum of Natural History finally reopened its doors in February. The closure was necessary to repair its beautiful (but rather leaky) Victorian glass roof, restoring its architectural splendour. The conservation and cleaning of the 8,500 glass tiles, as well as the iron and brickwork, was made possible by donations. These ranged from £1,000 to £150,000 and came from individual donors, trusts and the Wolfson Foundation. Closing the museum also allowed the conservation of the five whale skeletons that had been hanging from the roof for 100 years! The light coming through the glass roof now bathes visitors and the newly cleaned and rewired whale skeletons alike.



The First World War and the birth of international development

This year marks a century since the beginning of the First World War. When we think of the legacy of this rather dark period in history, what comes to mind? We remember the fallen, revisit historic places, read war poetry. We don't tend to think about international development.



But the core ideas for cooperation to fight crises and deprivation on a global scale actually started coming together after WWI, says Professor Patricia Clavin, Professor of International History. 'The crises after the war meant that the new League of Nations, and later the United Nations, became organisations with a much broader remit than their founders intended. This is where the development agenda comes from, where modern ideas about food security and the treatment of refugees originated.'

A connection we've lost sight of 'War, Peace and Poverty in the 20th Century', a five-year project that started in 2011, was made possible thanks to donor Mr Tim Sanderson (Modern History, University College, 1976) as part of his ongoing support for the Faculty of History, and alongside his generosity towards other areas of the collegiate University. The project has already spawned an international conference, a course for history students (starting this year), and three research projects, one of which is run by Professor Clavin.

Her project seeks to shine a light on the relationship between conflict and poverty. The specialist in history of international relations says that since the early 1990s there has been international recognition that security is a complex matter, with more to it than the protection of borders. As 'conflict can arise as much within

states as between states,' the responsibility of a state towards its own population – their health, their income, their identity – is crucial to maintaining security. But this isn't new thinking, Professor Clavin points out: 'This idea is there in the First World War, where there was malnutrition, economies collapsing, people on the move, and the states involved had to manage all these elements.'

A burst of 'humanitarian energy' 'The other big lesson from WWI was that the world was interconnected, and there were limitations to what states alone could deliver,' explains Professor Clavin. The 'humanitarian energy' that came out of WWI, in response to the harsh post-war conditions in central and eastern Europe, laid the ground for a more internationalist and cooperative worldview.

One of the people who espoused this worldview was Eglantyne Jebb, a social reformer and history graduate of Lady Margaret Hall. In the aftermath of WWI, Jebb 'lobbied the League of Nations and international governments to send food into Austria because children were starving,' says Professor Clavin. In 1919 she founded the Save the Children Fund with her sister Dorothy, to raise money to help children in countries hit by the consequences of the War. Her legacy lives on: today Save the Children is one of the largest international development organisations in the world.

Individuals can make a difference

So what do the consequences of WWI teach us? 'That we need more international cooperation, not less,' answers Professor Clavin. This cooperation is key to addressing power imbalances on the world stage. As Professor Clavin explains: 'We take international bodies for granted and see them as very bureaucratic, but within them smaller powers and people can have a voice, in a way that they wouldn't if we just had state authorities pushing their line.'

Did you know that the University of Oxford was involved in the humanitarian relief efforts in central and eastern Europe after the First World War? In 1920 the University funded the 'Breakfast in Vienna' scheme, which provided around 1,800 students across the city with a daily morning meal. These were prepared in 'scientific kitchens', where the meals were made to be as nutritious as possible by adding vitamins, for example.



Food aid in preparation in a 'scientific kitchen' in Vienna

Image taken from the papers of Cardinal Richard, Hoover Institution, CA



Sylva Foundation funds critical ash dieback research

Ensuring forests are resilient is a key part of the mission of the Sylva Foundation, which is why it invests in promoting and conducting research on sustainable forest management.

For the fourth academic year in a row, the foundation is generously supporting a DPhil student in the Department of Plant Sciences with the Oxford–Sylva Foundation Graduate Scholarship. We spoke to Louise Hill, now in the second year of her DPhil supported by the foundation, about her research and what it meant to receive this support.

Q What is your research about?

A I'm looking at the ecological consequences of ash dieback in the UK. There's a huge number of ash trees in the UK and it's possible that 90% or more of those trees are going to be affected by ash dieback. I want to find out what's going to happen to ecosystems and to all the organisms that rely on ash, especially the 44 species,

insects and fungi mostly, that rely completely on this tree.

Q Why is it important to study ash dieback?

A Forests provide a lot of services to people, things such as flood protection and carbon capture, so they are pretty critical to how we function in society. As tree diseases and pests are increasing enormously, looking at the effects on ecosystems of losing an enormous proportion of one of our most common trees is a really useful case study. I think there is also an intrinsic value in forests and in the biodiversity they hold. As custodians of that, we shouldn't be taking it for granted and just ignoring it.

Q What will be the practical impact of your research?

A There are two aspects to it. With my experiment, I can directly investigate some of the possible impacts of ash trees dying. Once we know what these are, it will be easier to find ways of mitigating the damage. For example, if I

find that regeneration of other trees is reduced, we might look at other ways we can support regeneration of tree seedlings in forests.

With the computer modelling I'm doing on a UK level I will identify which areas of the UK are most vulnerable to ash dieback, which will be useful from a national policy perspective.

Q How did you feel when you got the scholarship?

A I was in Borneo with very patchy internet when I received an email informing me that I had won the scholarship to do my DPhil, and it was brilliant. All my hopes were resting on it, my plans for the future.

The Sylva Foundation is very supportive and has a lot of networks with forest and woodland owners, so that was useful when I was setting the experiments up. I am also really keen to get practical recommendations out of my research, and with the Sylva Foundation's great networks I will be able to spread best practice.



In 2012, Sir Michael Moritz and Harriet Heyman donated £25 million to Oxford. This was the first tranche of a much greater commitment that launched the Moritz–Heyman Scholarships, aimed at supporting talented students from the lowest-income households to come to Oxford as undergraduates. This was the first of three phases of this pledge, which will amount to a total of £75 million. The next two phases will be completed once the University matches this commitment by raising a total of £150 million from other donors.

The donation of £1.5 million from Mike Danson (Law, St Anne's College, 1982) and the Danson Foundation, which set up the Danson Bursary scheme at St Anne's College, represents an important milestone in meeting this challenge.

Danson Foundation helps students to kickstart their careers

Saranja Sivachelvam, 22, is one of the students who has benefited from this scheme. We spoke to the chemistry student to find out what difference the Danson Bursary has made to her life in Oxford.

Q What has the Danson Bursary enabled you to do?

A Being at university has its costs, so financial support is always very welcome. With the Bursary I have been able to do extra-curricular activities, and therefore enjoy Oxford to the full. I was able to be part of the Oxford University Dancesport Club competitive team, and travel to do interviews for the Science and Technology section of the Oxford Student weekly newspaper.

Q How did you feel when you got the Danson Bursary?

A I learnt about Mike Danson's experiences at St Anne's, and how he also received support during his time here. He's a superb role model for Bursary students. It makes me think that in 20

years' time I could be him. Further down the line, I'd like to sponsor students in this way, and get them to network with the people I work with.

Q What is the most important thing you get out of being involved with the Danson programme?

A When you're at Oxford you are always thinking about your next chunk of academic work. It's very easy to not think about the world out there, and not very many of my colleagues are thinking of internships and career opportunities. The Danson Foundation has also set up a brilliant Mentoring and Internship Programme, open to all St Anne's undergraduates, and is very keen for Danson Bursary holders to apply for this.

Mike Danson, key members of the Foundation, and the companies who take on the interns come up to St Anne's at the beginning of the academic year to launch the recruitment process for the following summer. At this event I

got to network with amazing people from different areas such as the media and business consultancy. I wasn't interested in working in private equity or consultancy, but after meeting these people I thought, 'Actually, I could do this.' If it wasn't for these conversations, I wouldn't have applied for the Clayman Scholarship [which takes one St Anne's

I wasn't interested in working in private equity or consultancy, but after meeting these people I thought, 'Actually, I could do this.'

student to intern with New Amsterdam Partners in the US every year] and I wouldn't have been an intern at Merrill Lynch this summer. The Mentoring Programme gives you the opportunity to get started on your career when you're still at university.

UNIQ schools initiative opens Oxford's doors

The Helsington Foundation has generously supported the highly successful UNIQ summer schools and teachers' initiatives at Oxford, which launched in 2009. These activities aim to demystify the University and attract applications from outstanding state-school students.



Jacob, earth sciences student

While the summer schools achieve this through providing first-hand experience of academic life at the University, the teachers' initiatives programme is designed to guide teachers through the process of preparing their students to make informed applications to Oxford.

An intense week

The summer schools bring young people from all over the country to Oxford for a five-day residential to learn more about what it's like to be an Oxford undergraduate. They attend lectures, try their hand at writing essays and attending tutorials, and also experience the social life.

This gives them a chance to figure out if Oxford is for them, and it is often intense and challenging, as Jacob Morgan, who

came to UNIQ in 2011, explains: 'It was great, but at the same time a bit of a shock to the system, with lots of work to do. But there was a good community feeling: we were struggling together, puzzling our way through it, with the mentors reassuring us along the way.'

Giving students confidence

Jacob, from Leeds, is now a third-year earth sciences student at University College. He feels that though UNIQ was demanding, it certainly convinced him to apply to Oxford. 'It gave me a taste of university life and showed me that I would really enjoy it,' he says. Like all students at UNIQ, Jacob watched a mock Oxford interview, which made him more confident. 'It definitely removed the element of fear,' he adds.

His experience at UNIQ was so positive he jumped at the chance to be one of the academic mentors at the summer schools after his first year: 'I wanted to have that experience of helping other people to see if they wanted to apply to Oxford when perhaps they were less confident or didn't know if they wanted to.'

Involving teachers

Increasing access to Oxford is also about working with teachers. Through the teachers' initiatives, Oxford gives them the tools to encourage their brightest students to apply successfully to Oxford. This is done through activities such as regional conferences, to which all state schools in the country are invited, and events aimed specifically at newly qualified teachers. The impact is visible on students like Lily Goodyer Sait, from Sir John Leman High School, who is now studying at Oxford and nominated her teacher Mary Bradford for the Oxford University Inspirational Teachers' Award. 'She constantly spurred me on to realise that my dream to go to Oxford was not just a hopeful wish but an achievable goal,' she says.

What the UNIQ students say...



'I've learnt I can do a lot more than I thought I could. I was surprised by how far I could push

myself, even when I thought I was stuck and couldn't do any more.'

Luke, 17, from South Wales, Maths course



'The main thing I've learnt from being here is that I can apply and get into Oxford. They don't

expect you to be superhuman!'

Kirstie, 17, from Essex, Law course



'Being here has galvanised my decision to study at Oxford. I really thrive on the discussion-based

seminars and the tutorials – I think it's wonderful! And the lecturers impart a great enthusiasm for the subject – they sort of bounce around!'

Arianna, 17, from Margate, Archaeology and Ancient History course

As we come to the end of funding by the Helsington Foundation, we hope that others will wish to support such an extensive and far-reaching range of initiatives, which have enabled over 3,700 state-school students to explore what life as an Oxford undergraduate is like, and over 3,300 schoolteachers to connect with the University.



The Impact of UNIQ

68%

of UNIQ participants went
on to apply to Oxford

40% VS 19%

of these were
successful in
securing a
conditional offer

of all applicants
were successful
in securing a
conditional offer

Based on data from the last four years

Lloyds Banking Group motivates students to think big about their career

Today's job market is more competitive than ever, and while getting a degree is important, it is no longer enough to guarantee a good job. This is why the Lloyds Scholars programme, aimed at students from lower-income households, allies financial support with mentoring and two paid internships.

'The Lloyds Scholars programme is designed to reward outstanding academic performance, but it also enables us to work with some of the brightest students in the UK, helping to ensure they are well prepared for future employment,' explains António Horta-Osório, Group Chief Executive of Lloyds Banking Group. 'We are very proud and feel immensely privileged to have the opportunity to work in partnership with the University of Oxford,' he adds.

Rachael Martin, from North Lincolnshire, studies physics at Oxford and has been a Lloyds Scholar since 2012. One of the things she most appreciates about the scheme is having been able to do an internship straight after her first year. 'I knew there were very limited internship opportunities for

first-year students,' she says. 'A lot of them are just one or two weeks, which is good experience, but I wanted a project I could own. I've always had an interest in finance, so to get two internships at Lloyds was a really good opportunity.'

Becoming a more rounded person

The Lloyds Scholars scheme also challenges the students to volunteer for 100 hours per year, to contribute to their local community and develop transferrable skills. Rachael feels she would have always volunteered while at university, but the 100-hour challenge pushed her to do more. She has done some of her volunteering locally, by working with the University's schools outreach programme and in local café Yellow Submarine, aimed at young people with learning difficulties. 'The café gives them experience working there but they also get training on things like people skills,' she explains.

The experience of volunteering is one of the reasons why, for Rachael, being a Lloyds Scholar is more than getting support to nurture her career. 'It's about becoming a more rounded person,' she explains.



Giving greater confidence to students with disabilities

The Francis Napier Fund, aimed at supporting students with disabilities at Oxford, was established thanks to Mr Francis Napier's generous legacy of £2 million. The fund pays for grants to students and covers the costs of the Disability Advisory Service.

Support from the Napier Fund has made Sophie Wedlake, fifth-year medical student at Merton College, much more confident in her studies. Having had problems with her hearing from a young age, she found it difficult to take in the teaching in the noisy

hospital environment. With the extra support of the fund, Sophie bought new hearing aids and a new stethoscope, which uses Bluetooth to transmit the sounds picked up to her ears.

Sophie said, 'With my new hearing aids and stethoscope, I am now able to learn from what I hear and participate confidently in bedside teaching at the hospital. This has had an enormous impact on my studies – I feel I am now on more of an equal footing with other students. I am extremely grateful to access this incredible fund.'



Bringing Oxford and China closer

A new home for Oxford's China Centre has just opened. Thanks to several generous donations, including Mr Dickson Poon's exceptional gift of £10 million, the Dickson Poon building now houses over 20 academics working on China. This will cement the University's position as one of the leading global institutions for Chinese studies.

It was back in 2008 that the China Centre was first set up, with the aim of coordinating the University's research and teaching activities that focused on China. 'Since then, there's been much more cooperation between the Humanities and Social Sciences,' says Professor Rana Mitter, Director of the China Centre.

Indeed collaboration has even expanded beyond these two disciplines, with researchers from other areas of the University, such as the Medical Sciences Division and the Saïd Business School, being drawn in to share their knowledge.

Together, these academics are tackling some of the most important questions about the role of China in the world – from the impact of its rising power, to the domestic issues it faces.

Encouraging interdisciplinarity

But working across disciplines and departments is more difficult when academics don't physically cross paths with each other. By bringing more than 20 scholars together under this new roof, the Dickson Poon China Centre is addressing this. 'The centre provides the space our scholars need to achieve the highest levels of excellence in the study of China,' says Professor Mitter. 'This will enable them to develop interdisciplinary projects with much greater ease,' he adds.

The vision of the scholars working in the China Centre goes beyond fostering interdisciplinarity and collaboration. 'The centre also plays a vital role in strengthening the University's relations with business, government, and non-governmental institutions involved with China,' he says.

Making Oxford a leading centre for knowledge on China

Even though 'Oxford has the largest and most impressive group of academics working on China in any European

university, this expertise is not fully known in the wider world and China itself,' says Professor Mitter. The China Centre will change this: 'Within a few years, the centre should be recognised as a hub for outstanding teaching and research on China, of a breadth and depth found only in a very small number of other premier universities in the world.'



'The centre provides the space our scholars need to achieve the highest levels of excellence in the study of China. This will enable them to develop interdisciplinary projects with much greater ease.'

Professor Rana Mitter,
Director of the China Centre

The Ashmolean – five years on

In 2009, the world's first university museum reopened its doors following a remarkable makeover.

This was a new phase for the Ashmolean: the new building doubled its display space, and enabled the creation of a new Education Centre and state-of-the-art conservation studios, among other new facilities.

This year, another significant phase begins. Professor Christopher Brown CBE has just handed over the leadership of the museum to Dr Alexander Sturgis, who has been the Director of the Holburne Museum in Bath for the last nine years. 'I am both proud and excited to be leading the Ashmolean in the next phase of its own story,' says Dr Sturgis. 'It has always been a great collection, and it is now unquestionably a great museum.'

The excitement of this "new Ashmolean" is the way in which the objects and works of art displayed can all now be seen as part of bigger stories to be followed across cultures and across the centuries.'

Key to this new phase is the Ashmolean's endowment campaign, launched this autumn, which aims to raise enough funds to allow the museum to sustain its core activities in perpetuity. As Dr Sturgis explains: 'An endowment is essential to enable the museum to continue to do all it does so well into the future: invest in our collections and in people to safeguard them, increase our understanding of them through research and teaching, and inspire and delight our many visitors.'



'I am both proud and excited to be leading the Ashmolean in the next phase of its own story. It has always been a great collection, and it is now unquestionably a great museum.'

Dr Alexander Sturgis, new Director of the Ashmolean Museum

Titian's *Triumph of Love* acquired

Researchers at the museum discovered that the painting, which hadn't been exhibited in public since 1960, was originally used as a cover to protect a female portrait. The Art Fund, the Wolfson Foundation and private donors supported the acquisition.

The Ashmolean reopens

Designed by the late Rick Mather, the new building enabled the museum to host major temporary exhibitions. With 100% more display space, the Ashmolean now also houses an Education Centre and Oxford's first roof-top restaurant.

The Pre-Raphaelites and Italy exhibition is launched

This started the Ashmolean's major exhibition programme, which was made possible by the redevelopment of the museum building. The Ashmolean has continued to put on exhibitions that attract international and national visitors – the latest of these was Cézanne and the Modern.

2009



JUNE 2009

NOVEMBER 2009



2010

SEPTEMBER 2010



2011

The Ashmolean launches its endowment campaign

The museum is fundraising to build a significant endowment, which will ensure its core objectives – care and conservation of the collections, teaching, research, and public engagement – are secured in perpetuity. The Ashmolean aims to raise its endowment to £25 million within the next five years.

2014



OCTOBER 2013

The Ashmolean at Broadway opens in the Cotswolds

Working in partnership with Worcestershire County Council, the Keil family, and local groups, the Ashmolean transformed a historic house in the Cotswold village of Broadway into a museum. Many objects from the 17th to the 21st century are displayed here.

SEPTEMBER 2013



The Ashmolean commemorates its 330th birthday

John Tradescant, a naturalist and traveller, died in 1662, leaving his cabinet of curiosities to his friend Elias Ashmole. The collection was later gifted to the University of Oxford on the condition that it would be displayed publicly in a museum. So the Ashmolean Museum opened in 1683.

MAY 2013



Sullivan bequest of modern Chinese art received

This is the single greatest collection of Chinese modern art in the West. The collection includes more than 400 works of art gathered by Professor Michael Sullivan (1915–2013), a world authority on modern Chinese Art, and his wife Khoan.

Manet's *Portrait of Mademoiselle Claus* acquired

There are only a few important Manet paintings in the UK, of which this is one. Acquired thanks to a major grant from the Heritage Lottery Fund and The Art Fund, and a crowdfunding effort, which raised a total of £7.83 million, this portrait has made the Ashmolean a world-leading centre for the study of Impressionist and Post-Impressionist art.

2013



OCTOBER 2012

The Egyptian Galleries open

Accumulated over 300 years, the Ashmolean's Egyptian collections are world renowned. Thanks to generous support from Lord Sainsbury's Linbury Trust, along with numerous trusts, foundations and individual donors, children and adults alike can now explore more of the fascinating collections than ever before.

AUGUST 2012



University Engagement Programme launches

You don't have to be an archaeology or history of art student to learn through the objects at the Ashmolean. With the support of the Andrew W Mellon Foundation, this programme is bringing the museum closer to students and scholars from areas as diverse as cardiology, Anglo-Saxon literature and geography.

2012



NOVEMBER 2011

The sleeping cure

Sleep is an important part of our lives, but, as a society, we don't always take it seriously. 'We marginalise it,' says Professor Russell Foster, head of the Sleep and Circadian Neuroscience Institute (SCNi) at the University of Oxford.

Sleep doesn't just help with things such as consolidating the memory, or repairing the body, but also enhances our thinking. 'It is our most important cognitive enhancer. When we sleep, we are coming up with new ideas, innovative solutions to the complex problems we face today,' explains Professor Foster.

An early-warning mechanism

However, according to the SCNi's latest work, the role sleep plays in our lives can go well beyond all this. In fact, looking at someone's sleeping pattern can be a way of detecting the onset of disease – from mental illness and dementia to eye diseases.

Working with the Department of Psychiatry, the SCNi looked at young adults with high or low risk of developing bipolar disorder. 'We found that those individuals at high risk of developing bipolar already have a sleep abnormality,' explains Professor Foster. 'So sleep can be used as a biomarker, an early warning device.'

This is because the circuits that generate normal sleep and normal mental health overlap – a hypothesis published in *Nature* in 2010 and then demonstrated experimentally by the SCNi team in 2013.

Sleep as a therapy

What if, by regulating sleep, we can have an impact on these diseases? Professor Foster says this is already happening: 'Dan Freeman [Professor of Clinical Psychology at Oxford] has been able to partially stabilise sleep in patients with schizophrenia and, as a result, reduce levels of paranoia by 50%.' Sleep then becomes a new therapeutic

target – a whole new approach to treatment. 'If we start to stabilise sleep, we will not only see an improvement in the quality of life of patients, but also have an impact on their primary psychiatric symptoms as well,' he adds.

This is just the beginning. By gaining a deeper understanding of the 'shared pathways' between sleep and mental illness, we might one day be able to prevent the latter from arising. 'Perhaps we could delay the onset of a disease, or kick the brain into another developmental trajectory, because all

'When we sleep, we are coming up with new ideas, innovative solutions to the complex problems we face today'

these brain circuits are plastic,' explains Professor Foster. 'By combining the emerging understanding of sleep neuroscience with psychiatry, we have come up with these extraordinary and exciting possibilities.'

The first sleep science institute in the world

It is collaborations like these that will further our understanding of the impact of sleep on health. Encouraging these joint projects is the SCNi's core aim; however, the centre only exists in virtual form, with academics spread across various departments. This is about to change, as Professor Foster's institute has been awarded a £5 million grant

from the Sir Jules Thorn Charitable Trust to set up a physical home for the world's first sleep science institute, where the SCNi team will explore the fundamental mechanisms of sleep and use this information to improve health.

In this new space, this kind of cooperation will become easier. 'We need a space where the basic scientists and the clinical scientists can interact,' he says. 'Bumping into people and asking about their work is how you make connections. A lot of the excitement in bioscience in the 21st century is going to be in the interface between disciplines,' explains Professor Foster.

Engaging with the public

The new building will also host the sleep medicine summer schools, launched this year, and include a media hub to produce content for the first online Master's degree in sleep medicine in the world. 'Clinical training essentially ignores sleep medicine. This online degree will allow healthcare professionals to learn about sleep medicine at a time that suits them,' enthuses Professor Foster.

Public engagement is a high priority for the institute, which is why the new building will include public space for working together with carers, patient groups and parents. 'Engaging with the public is not just about academics talking to people, but involves both listening to and working with non-specialists to gain a better understanding of the problem and provide solutions based upon broad experience. That's why I want this public area.'

'By combining the emerging understanding of sleep neuroscience with psychiatry, we have come up with these extraordinary and exciting possibilities.'

Professor Russell Foster



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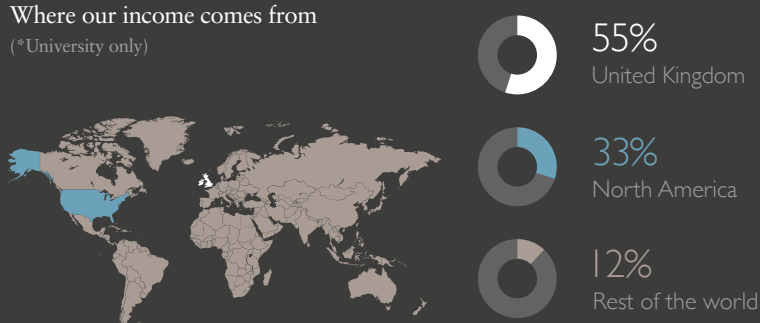
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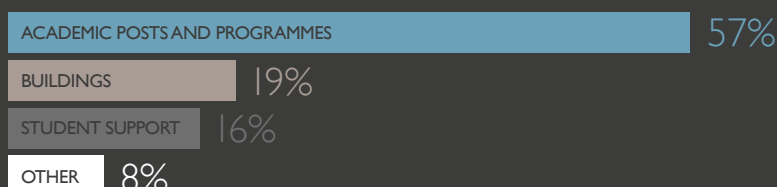
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Design: One Ltd
Printer: LeachPrint

