Oxford Thinking

The Campaign for the University of Oxford

UNIVERSITY OF OXFORD

£2000 000 000

THE STORY SO FAR

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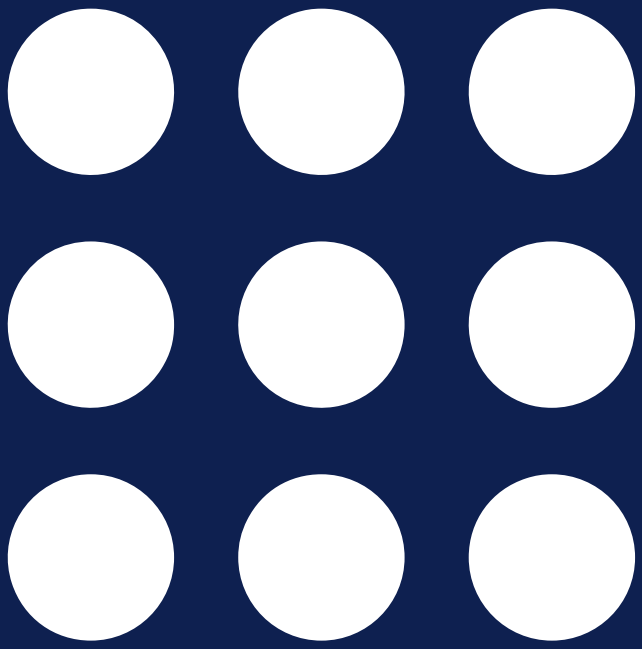

THE OXFORD THINKING CAMPAIGN

REACHING A MILESTONE

In May 2015, the University was delighted to announce that donations to the Oxford Thinking Campaign had reached £2 billion. This is an important milestone on the journey towards the target of £3 billion. Launched in 2008, the campaign seeks to augment the University's commitment to delivering academic excellence for the greater common good by supporting students, academic research and teaching, and infrastructure.

The impact of this support is far-reaching and is improving the lives of many individuals and communities across the world.

This report provides an insight into some of the outstanding work being carried out as a result of the generosity of donors to the campaign.

While there is still much more to be done, reflecting on these accomplishments can provide great inspiration towards the fulfilment of our longer-term ambitions.

Thank you for your part in this achievement.

MEETING THE CHALLENGE FOR UNDERGRADUATE SUPPORT

MEANS-TESTED SUPPORT FOR UNDERGRADUATES

An Oxford degree, with all the benefits of its tutorial system, should be accessible to those with talent and potential regardless of their financial means. To make this a reality, Sir Michael Moritz and Harriet Heyman set up their scholarships in 2012. In doing so, they challenged the collegiate University to raise a further £150m towards the same cause: supporting more than 2,500 undergraduates who need financial assistance to study at Oxford.

Many donors have risen to the challenge, providing gifts of all sizes. Holly Peterson de Sousa Rocha, on behalf of the Arnold and Margaret Peterson Family Foundation, has funded four computer science bursaries for students from lower-income households.

Blagovest Gospodinov of Pavlikeni, Bulgaria, is a current recipient of the Peterson Foundation bursary and is in his second year at St John's College. His interest in algorithms led him initially to computer science, to which he has now added mathematics because, he says, 'It's beautiful, and it opens the door to studying everything in the sciences.'

He values Oxford for its people, libraries and especially its tutorial system: 'In maths you sometimes can't understand a concept, no matter how much you read, unless someone explains what exactly you don't understand – and this is what tutors are great at.'

Blago has been able to meet Ms Peterson de Sousa Rocha, giving him and the other bursary holders an opportunity to hear about her experiences with Microsoft and Amazon. She says, 'I have been extremely impressed by each of the students I have supported to date, and it is a delight to observe them flourish, both personally and academically.'

- Sir Michael Moritz and Harriet Heyman give £25m
- The University matches it
- The collegiate University then fundraises from donors to secure another £50m to match the first £50m

The process is repeated twice more to raise a total fund of £300million

THE POWER OF MATCHED FUNDING: SUPPORTING GRADUATE STUDENTS

MATCHED FUNDING SUPPORT FOR GRADUATES

Postgraduate courses are the vital bridge between undergraduate studies and deeper participation in the academic and wider worlds. It is important that the University is able not only to attract graduates of the highest calibre and potential, but also to offer the financial support without which graduate study would not be viable for many.

For this reason, in 2012 the University launched the Oxford Graduate Scholarship Matched Fund (OGSMF). The total fund will support over 198 graduate students at any one time, for the duration of their courses, in perpetuity. The University provides 40% of the funding once 60% of the cost is raised from philanthropy.

The Oxford–Trinity and Oxford–Ridley scholarships

The generosity of many donors enabled Trinity College to unlock support from the OGSMF and create a number of one-year masters' scholarships. A combination of large and small donations, including those secured from annual fund and telethon campaigns, helped to release the matched funding.

Oxford–Ridley Scholar Ben Lake is reading for an MSt in Modern European and British History, with a focus on Welsh history. A Welsh speaker, he was able to use this to advantage when he participated in the Trinity telethon. Of this experience, he recalls: 'One of the things that I most enjoyed was the opportunity to make these thank-you calls to Old Members. You really did get a feeling that we are an extended family.'

Ben now has to decide between staying in research and going into broadcasting. He says, 'I've appeared on a few BBC Radio Wales and Radio Cymru programmes recently, and the experience has given me a taste of the broadcasting world. Given my interest in politics, appearing on a live broadcast outside Westminster the day following the election was a truly amazing occasion.'

For her MSt in English Literature, Oxford–Trinity Scholar Emma Walshe is looking at the letter as object, as illustrated by the correspondence between writer Frances Burney and her friend Georgiana Waddington. According to Emma, the latter was 'a prickly and demanding correspondent', who felt that short letters indicated insufficient friendship. Burney responded to Waddington's demands 'by purposefully creating letters whose pages are crammed and crowded with writing, to "prove" her loyalty'. Emma would like to go on to work in the museums and heritage sector, ideally in a research role.

Trinity College is equally grateful to all its donors, of large and small amounts, who played their part in making it possible to award an increasing number of graduate scholarships.

PRESERVING THE FUTURE

World-class academics lie at the heart of Oxford's programme of teaching. The tutorial system ensures that students have a very special opportunity to engage with, learn from and be challenged by them. This approach is fundamental to the University's position as a centre of excellence, at both undergraduate and graduate level.

To secure the future of learning at Oxford, the underpinning of these teaching posts is critical. In recognition of this, in 2010 the University established the Teaching Fund with money derived from the Oxford University Press. The cost of endowing an existing teaching post through this fund is £2m. The Teaching Fund contributes £800,000 to each one, leaving a balance of £1.2m to be raised through philanthropy. To date, 63 key teaching posts across the academic divisions have been endowed in this way, towards a target of 75.

Dr Alexandra Gajda, Associate Professor in History and John Walsh Fellow and Tutor in History, Jesus College

Recent economic conditions have had a particularly harsh effect on funding of the humanities. In 2009 Jesus College began an appeal to part-endow its fellowship in modern history. It was to be named in honour of Dr John Walsh, in recognition of his enormous contribution to history teaching at Jesus.

It did not seem feasible to set a target higher than part-endowment, but towards the end of the appeal a major legacy changed the landscape dramatically. It came from David Jones, a retired history teacher who had sent a number of his pupils to Jesus College and who knew Dr Walsh. Added to gifts ranging from small but regular amounts to one-off larger donations, this legacy brought the total up to £1.2m – enough to access the University Teaching Fund and endow the fellowship in perpetuity.

Dr Alexandra Gajda, the John Walsh Fellow, teaches 16th- and 17th-century British and European history to undergraduates, and with postgraduates she focuses on English political, religious and intellectual history of the same period. One of her research projects is a study of English travel to continental Europe in the early modern period; she observes, 'In our current world, it's interesting to consider the ways that young gentlemen, future leaders of political society, viewed the relationship between the British Isles and continental Europe.'

Dr Walsh himself was known for valuing pastoral care as an important and unique aspect of the tutorial system. Dr Gajda agrees: 'A large element of the job is ensuring that our students feel part of a community, through teaching and administration, and also looking after their welfare.' To support this system and maintain history as a subject at Jesus, she explains, the endowment of the John Walsh Fellowship was 'absolutely vital'.

OF TUTORIAL TEACHING

Professor Nicholas Tosca, Associate Professor of Sedimentary Geology and Sackler Tutorial Fellow, St Peter's College

'The surface of Mars is a great vehicle for teaching,' says Professor Nick Tosca, who has been involved with two Mars Rover missions through his work on the early evolution of the Martian surface. 'Any sedimentary geology student can pick out key features that they might be able to recognise on Earth. They get a thrill that they are doing it on another planet and that the same principles of physics and chemistry actually hold.'

Professor Tosca also runs lab experiments chemically recreating ancient water from the traces left behind in sedimentary rock. He says, 'We want the students to be critical thinkers. That's the great thing about the tutorial system – the students just come up with the most amazing questions. And as a tutorial fellow you have to make sure you challenge them.'

Winner of the 2015 Mineralogical Society of America Award, Professor Tosca has found great satisfaction in acting as a conduit between students and cutting-edge research. He says, 'I started doing this because I was fascinated in the science and the research problems, but I'll probably keep doing it for the rest of my life because of the teaching.'

Professor Tosca's post was endowed with support from the Sackler Family Foundation.

Professor Jonathan Herring, DM Wolfe–Clarendon Fellow and Tutor in Law, Exeter College

From the age of seven, Professor Jonathan Herring wanted to be a solicitor. After reading law at Oxford he went to work for a big London law firm, but did not enjoy what he remembers as 'the huge focus on money'. He now concentrates his academic studies on the things which he believes are 'the most important in life, which aren't about making money but are our family, our friends, the values of love and care'. This covers care givers, dementia, vulnerable adults, children in care, and gay rights – aspects of the human condition which do not attract the funds available to corporate law.

Professor Herring is full of energy, teaching while seated on a large blue gym ball and literally bouncing with enthusiasm. The Oxford tutorial system is the perfect arena for exploring what can be controversial and emotive subjects. 'Sometimes these issues have affected students in quite personal ways,' he says, and teaching in small groups affords 'space to hear someone's story and help them to think through how they can learn from that, and use it in their legal thinking and their legal work'.

Professor Herring's post was secured thanks to support from Woco Foundation.

‘A RESOURCE THAT IS SET TO BE THE ENVY OF THE WORLD’

Oxford creates a hub for 21st-century biomedical research

Right at the heart of the University’s Old Road campus in Headington a new building is rising: the Big Data Institute (BDI), phase two of the Li Ka Shing Centre for Health Information and Discovery. Generously supported by Sir Ka-shing Li and his foundation, the BDI has also received funding from the Robertson Foundation.

‘Big data’ research involves a matrix of disciplines collaborating in order to tease out new discoveries from vast and complex datasets. Reflecting this approach, the BDI is currently led by Professor of Statistical Genetics Gilean McVean as Acting Director, while Deputy Director Martin Landray is Professor of Medicine and Epidemiology.

While the building takes shape, the BDI team has been establishing links across Oxford and globally. They have already brought together researchers mapping the incidence and prevalence of malaria for the World Health Organisation with those working on the genomics of the parasite.

What is special about data in such large quantities?

‘As you add numbers, you add clarity to the picture,’ explains Professor Landray. If you plot a graph of blood pressure against risk of stroke for different age groups using data from 5,000 patients, the data points are scattered and show no obvious trends. With 50,000 patients, patterns begin to be observable but if you have access to 500,000 data points the trends become crystal clear.

Why is Oxford a perfect location for the BDI?

Oxford’s biomedical campus extends to two large hospitals as well as world-class research institutes in areas such as genomics, public health, rheumatology, vaccine design and high-throughput cellular screening. The BDI will form a strategic hub, linking the academic and clinical worlds and supporting national and international collaborations.

It will have access to unparalleled data resources. For 10 years the University has led on the data infrastructure behind the UK Biobank project, assembling information from 500,000 NHS patient volunteers, from basic blood pressure and weight through to brain and cardiac imaging. In addition it can draw on 50 years of hospitalisation and death records from 4 million people living around Oxfordshire.

Professor Landray points out that ‘the challenge in research is that it can be a very long lead time between having an idea, collecting the data and then being able to actually do the study. If you have a good question about dementia, cardiac disease, cancer or osteoarthritis, there will be thousands or tens of thousands of cases with all the data you would want already assembled.’

The building

Both professors have had input into the design of the BDI. Professor Landray explains ‘it needs to be a building that fosters interaction and engagement,’ while Professor McVean notes that ‘the most valuable scientific encounters are often the chance ones that you have in the café or over lunch.’ They were determined to create a building which maximises those chance encounters, so there will be public space outside and a pleasant, airy atrium with a café – and good coffee!

The future

For training the next generation of researchers in this 21st-century discipline, the creation of a graduate programme in biomedical big data is firmly on Professor McVean’s wish list. Professor Landray stresses that, for the BDI to realise its full potential, gaining the understanding and trust of patients and volunteers will be vital. Individuals willing to share medical data, in accordance with well-communicated and ethical processes, can play a small but vital part in the ongoing mission to learn more about human disease.

Above: The distinctive shape of the building is revealed in the floorplan

Opposite: Professor Gilean McVean with a model of the BDI by Make Architects.

'Over the last ten years, what's transformed these areas of biomedical research is the understanding that, to make real progress on a problem, you don't do it by yourself.'

Professor Gilean McVean

A VERY 21ST-CENTURY VICTORIAN MUSEUM

The VERVE project: Visitors, Engagement, Renewal, Visibility and Enrichment at the Pitt Rivers Museum

It is a common misconception that the Pitt Rivers never changes; in fact the museum has undergone almost ten years of physical development. In 2006 it had a new lab, offices, research and teaching spaces. In 2009 the platform at the museum entrance was re-established, affording visitors a breathtaking first sight of the intriguing space. A huge rise in visitor numbers led to the third and current phase: VERVE, a five-year project to redisplay and reinterpret the collections for today's audience.

VERVE (Visitors, Engagement, Renewal, Visibility and Enrichment) is presented to visitors under the snappier title of 'Need Make Use'. The £1.6 million project was started with £1 million from the Heritage Lottery Fund, with the rest of the money coming from other generous donors.

In the words of VERVE Curator and Engagement Officer Helen Adams, the backbone of the project is to rethink displays with 'the focus on craftsmanship, and the materials and techniques that go into making objects', to demonstrate that 'these objects still have resonance, and they still act as inspiration for people today.'

Formerly a collection of labelled tools, the leatherwork display now illustrates the craft as a process, explains Helen, showing 'raw materials, tools, and partly and fully finished products. So you can see how one thing turns into something else.' Contemporary artists and craftspeople are regularly invited to produce work in direct response to the collections.

In previous phases of the Pitt Rivers' refurbishment the museum has had to close completely to the public. Spread over five years, VERVE is able to continue its work incrementally, without the need to close to visitors.

In fact, public engagement has never been so busy and visitor numbers never so high. Workshops have recreated North American stitched canoes, launching the results on the canal. Evening openings have encouraged local workers to explore the collections with a peaceful glass of wine. A 'pop-up museum' takes handling collections out to local fetes and festivals.

The future

At the beating heart of the museum, as Head Conservator Heather Richardson points out, are its core activities: modern cataloguing; basic conservation to preserve an artefact for future generations; good storage. A delicate Tahitian poncho made from bark fibre, when carefully opened out and conserved, is an astonishing and evocative artefact – but takes up ten times as much space as it did in its original bundled form.

With 600,000 objects and three storage outposts scattered around the city, this is the vital work that will need to attract continuing funding in the future if the fantastic public engagement of the VERVE project is to be built on.

2,000

Objects will be redisplayed

3,000

Objects will be given modern cataloguing information and basic conservation

42,000

People have participated in VERVE events, activities and outreach – plus thousands more through online initiatives

Opposite: Helen Adams inspecting a case of head rests and pillows, redisplayed as part of the VERVE project in 2014

AROUND THE COLLEGES: BUILDING, FUNDING AND INTERNATIONAL SUPPORT

FUTURE-PROOFING KEBLE, BRICK BY BRICK

When graduands come back to Keble on degree day, most go home proudly clutching a red 'brick' in recognition of their first donation to the college's Talbot Fund. £20 is given by finalists on their last term's battels through an opt-in scheme, voted in by Keble's JCR in 2013. Barbara Bell, who graduated in law last year, says, 'It's a bit of Keble you can take away with you.'

The Talbot Fund is one of the top-performing annual funds across the collegiate University and benefits all Keble students through bursaries, support for extra-curricular activities and the refurbishment of undergraduate rooms and facilities.

Those who donate become members of the Talbot Society, which recognises donors for the regularity of their giving and not just the amount they can afford. In 2013–14 two alumni initiated the 50:50 challenge, pledging £50,000 to match all new Talbot Fund gifts if the college could raise the then 41% of alumni participation to 50%. This challenge was enthusiastically met and, by July 2014, participation rose to 51%.

Barbara Bell is now a year group representative for her year of matriculation and helps to promote young alumni involvement with Keble. She says, 'What we're trying to do is encourage the idea that every little bit helps. Even if you don't think it's a huge amount, it still makes a huge difference when everyone chips in together.'

This page: Barbara Bell holding Keble 'bricks'
Opposite top: Saviour Amanyo at Linacre
Opposite bottom: Saviour meets Dr Keith Lloyd

LINACRE COLLEGE LEADS INSPIRATIONAL SCHEME TO SUPPORT STUDENTS FROM AFRICA

Combining a lifetime's business experience with the extended network of African Linacre alumni, Dr Keith Lloyd, a Linacre Old Member, creates opportunities for very bright African students who could not otherwise afford to study at Oxford.

The Norman & Ivy Lloyd Scholarship, named in memory of Dr Lloyd's parents, has been co-funded by his family since 1992. Scholars take one-year masters' degrees at Oxford in subjects which they can use to enhance the social and economic development of their countries of origin on their return.

In 2007, with the aid of many former Norman & Ivy Lloyd Scholars, Dr Lloyd founded the Tertiary Education Scholarship Trust (TEST) for Africa, which awards fully and partially funded scholarships for undergraduates at their local universities in Africa.

The administration of these scholarships is managed locally in Ghana, Malawi and Uganda by a group of trustees, mostly former Norman & Ivy Lloyd Scholars, who provide their services free of charge. 100% of donations can therefore go directly to the scholarship fund itself. Although recipients must agree to remain in their country of origin upon graduation and work for the social and economic development of their communities, the brightest are eligible for postgraduate study at Linacre.

The current Norman & Ivy Lloyd Scholar is Saviour Amanyo from Ghana, reading for an MSc in Environmental Change and Management. Without the financial support of TEST, Saviour would not have been able to complete the final year of his undergraduate studies in Ghana. Before receiving his scholarship, he managed by sharing room space with friends and borrowing computers to do his assignments.

Saviour gained a first in petroleum engineering and went on to a year's national service with BOST, Ghana's national oil transportation company. It was fellow Ghanaian Philemon Gyasi-Antwi, a former Norman & Ivy Lloyd Scholar and now a trustee, who then helped him to apply for the master's at Oxford.

When Saviour returns to Ghana he aims to work in the green energy sector. He wants to address the problems of power supply in Ghana, where blackouts of a week's duration are not uncommon and rural areas are not even on the grid. He dreams of creating employment for others by starting his own company, and Dr Lloyd hopes that he will join other trustees in fostering a new generation of TEST for AFRICA talent.

Dr Lloyd has recently been named a Distinguished Friend of Oxford for his work with African scholarships.

ST ANNE'S BUILDS A LIBRARY AND ACADEMIC CENTRE FOR THE 21ST CENTURY

St Anne's existing library, in Gilbert Scott's Hartland House, holds only 73 reader places. The college has therefore mounted a special fundraising campaign to add a new library and academic centre along its Woodstock Road frontage.

The facility will take the total of reader places to 146, with 21st-century IT provision for modern working practices as well as group working spaces and seminar rooms. The top floor will house research centres in the arts and sciences. Construction has just begun, with completion expected in 2016.

Principal Tim Gardam says, 'The overarching vision of the Library campaign was led by our most generous benefactor, who offered to match any donation, of whatever size, from other alumni. It was the breadth of participation that made this possible: in total, almost 500 alumni and friends, from across the past seven decades, enabled us to reach our goal.'

OXFORD AND THE WORLD

With around one-third of the University's students hailing from overseas, Oxford is one of the most international universities in the world. As well as educating a diverse student population in Oxford, the University also has extensive global links in teaching and research. Here are just a few examples of this work which is generously supported through donations.

EARTH SCIENCES FIELD TEACHING

Field teaching is a vital feature of the undergraduate syllabus in the Department of Earth Sciences. Each summer, fourth-year students explore Santorini and Greece to learn about geological processes associated with volcanic eruptions and to understand the interplay between movements of the Earth's crust and sea-level changes. Many alumni who have experienced this specialised training are now supporting the field trip programme for the benefit of current students.

GLOBAL ECOSYSTEM MONITORING

Professor Yadvinder Malhi from the School of Geography and the Environment leads the Global Ecosystem Monitoring network (GEM). This network, which involves and builds capacity with many local scientists and students across the tropics, gathers data on the carbon cycle and plant diversity of forests ranging from the Andes/Amazon through Africa to Borneo. The work understands how tropical biodiversity and ecosystem function is affected by climate change.

CARNIVORES IN CONFLICT ACROSS AFRICA

Professor David Macdonald, Director of Oxford's Wildlife Conservation Research Project (WildCRU), is leading a portfolio of projects to understand and mitigate conflict between big predators and people in Africa, ranging from lions in conflict with villagers in Zimbabwe, Kenya, Tanzania and West Africa (where few lions survive), through golden cats in Gabon and Uganda, to the 500 or so Ethiopian wolves threatened by habitat loss and disease in the Ethiopian highlands.

OCEAN RESEARCH AND CONSERVATION

The Ocean Research and Conservation group (ORC), led by Professor Alex Rogers, is part of the Department of Zoology. One of ORC's projects based in Antarctica is examining how predators, especially penguins, have responded to past climate change and to anthropogenic impact. Remote cameras monitor penguin colonies to record reproductive success and disturbance to help us better understand how they respond to threats on a large scale.

GLOBAL HEALTH

The Li Ka Shing University of Oxford Global Health Programme has addressed research questions of direct relevance to the health of populations across Asia. Important investigation of emerging infectious diseases in the region was undertaken across China and Southeast Asia. Training was a central component of the programme, which built skills and expertise locally. This included the provision of scholarships for young researchers from across Asia to come to Oxford to study for an MSc in Global Health Science.

Thank you for supporting the University of Oxford and its colleges.
Visit www.campaign.ox.ac.uk to find out more.

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