

HOW YOUR SUPPORT IS CHANGING LIVES | 2023-2024

DONOR REPORT



Contents

Centuries of generosity	3
Your generosity makes all the difference	5
Widening Access	6
Undergraduate support	15
Every gift makes a difference	20
Graduate support	25
Fellowships	28
Leaving a legacy – the 1610 Society	32
The Donor List will be included in the Gazette 2024	

Centuries of generosity 3

People are the heart of any college and, three years into my tenure as Warden, I remain astonished by Wadham’s extraordinary community.

This past year our undergraduate students have won academic prizes and awards, and our Fellows and graduate students have continued to produce field-leading research across all disciplines, as our newsletters and social media have showcased. Our resilient staff have ensured that every aspect of the College has run smoothly, while running record numbers of alumni and conference events.

Yet none of this would be possible without another part of our community – you, our alumni, whose support ensures our institution can continue its mission. This booklet is a testament to your remarkable generosity. In 2023–24, 20% of our alumni community gave back to Wadham – the highest participation rate among Oxford colleges – donating £7.7m in gifts and legacies. A record year for Wadham and a humbling level of generosity.

Without your vision and support, we could not have implemented the sector-leading Access to Excellence programme, which continues to help raise aspirations and encourage students facing disadvantage to feel that a university education could be right for them. Building on this foundation, we believe it is imperative, now more than ever before, to secure the College’s life-changing educational model for future generations of gifted students.

To support this, and working with our resourceful Development Council, we are building a transformative programme of philanthropy for the next decade and beyond. This strategy will ensure that brilliant

students and Fellows can continue to innovate, and contribute new thinking and bold solutions to some of the world’s most pressing challenges. As you will see on the following pages, alumni are already committing to our bold plan that will help grow the endowment significantly and eliminate the structural deficit. In the coming year, we will share more news about our next campaign plans and invite our wider community to help us reach our ambitious target.

For now, and on behalf of the students, staff and Fellows at Wadham, my deepest thanks for supporting the brightest minds to thrive at Wadham.

Robert Hannigan
Warden

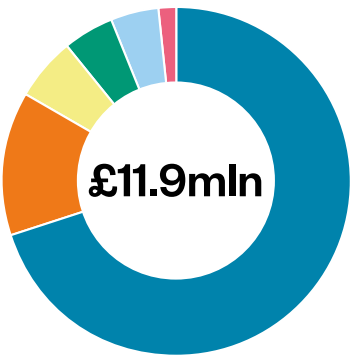


Your support in numbers 2023–24

- 20% of alumni made a gift
- £891k raised for the Wadham Priorities Fund to support ‘greatest needs’
- 424 alumni have pledged a gift in their will as members of the 1610 Society
- £1.9mIn donated from 14 legacies
- 1,714 individuals gave a gift to Wadham
- 1,269 individuals gave a recurring gift to the College

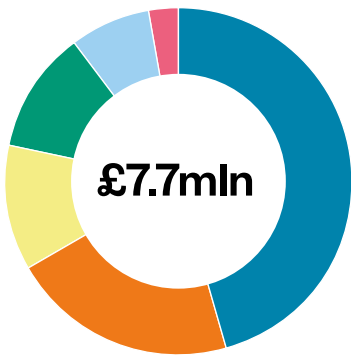
Financial Year 2023–24

New funds raised



£664.4k	£891.2k	● Wadham Priorities Fund
£8.4mIn	£3.5mIn	● Tutorial Fund
£558.9k	£884.3k	● Fellowships & Posts
£555k	£564.2k	● Sustainability
£174.6k	£208.8k	● Access
£1.6mIn	£1.6mIn	● Other

Distribution of cash received



Your generosity makes all the difference5

It is a privilege to look back on another year of record-breaking support from alumni and friends of Wadham. This report is our chance to express our warmest thanks to you all for your generosity, guidance and encouragement.

Following the successful conclusion of the £50mIn Access to Excellence campaign in 2022, we are now working on plans to secure the College’s educational mission for the next decade and beyond, and we are deeply grateful to each and every one of you for placing your trust in the College with your gifts of all sizes. At this challenging juncture for higher education funding in the UK, your philanthropic giving to education and research makes all the difference. Recognising the structural underfunding of higher education, and Oxford’s tutorial system in particular, our plans are focused on building up Wadham’s permanent endowment to underwrite core priorities. We have set an ambitious target to raise £50mIn by 2030 for four priorities: the tutorial system, fellowships, sustainability and access.

We have discussed our plans with many of you and are already overwhelmed by your response and support for the emerging priority areas. Thanks to some generous gifts and pledges, we are hopeful that we will be able to move into a more public facing part of the campaign in the near future. We were extremely fortunate to raise a total of £7.7mIn (cash received) this year, and almost £12mIn of new funds raised (new cash and pledges) – with a significant part of this sum allocated to the permanent endowment.

The money raised includes £3.5mIn to help underwrite the tutorial system and build up the College’s endowment, and a donation of £500k to accelerate our ambitious sustainability strategy and help the College become net-zero by 2035. These generous gifts will, we hope, inspire others, too. Funding for Fellowships is another priority area, and several alumni have been inspired by the generosity of benefactors such as alumna Sarah Taylor, who endowed

the Fellowship of her former Tutor Keith Dyke. Endowment of our Fellowships in History, History of Art and Computer Sciences is also high on the list of priorities, and we look forward to sharing news about funding for these posts soon.

As the former Chancellor Chris Patten emphasised, not only was Wadham at the vanguard of access work at Oxford, but it continues to be a leader in supporting thousands of young people from disadvantaged backgrounds so that they can secure a place where they will thrive, at Oxford or elsewhere. Your continued and generous support for our summer schools and pre-16 curriculum enrichment programme in more than 200 schools has made an incredible impact, and a record-number of summer school applicants were admitted to Oxford this past year as a result.

Our warmest thanks for your support for Wadham’s people.

Julie Christiane Hage
Fellow and Development Director



6

Widening Access

Wadham's Access work has for over a decade led the way across Oxford, and is quickly becoming an inspiring and established parallel presence to the College's traditional mix of undergraduate and graduate teaching, and world-class research.

Last year our Access team engaged with nearly 3,000 secondary pupils through 184 events – a mix of inbound aspiration visits to Wadham and outreach events with scores of schools in our link regions.

By fostering partnerships between universities, employers and policymakers, Wadham is contributing to the creation of a more coherent and equitable system that promotes the success of students from all backgrounds – none of which would be possible without your support.

Last year, 35% of our summer school participants received offers to study at Oxford

In August, 48 pupils attended our three summer school courses. A strong testament to their impact is that almost 80% of the attendees applied to Oxford University – of the 48 participants, 38 applied to Oxford, and 17 (or 45%) received an offer to study here, 35% of the whole group.

It is a powerful statement of values that our Access work is funded by alumni donations. So many in our community assert the importance of ensuring that bright students from all backgrounds should have the opportunity to study at Wadham, Oxford and other leading universities. We couldn't run our Access programme without your incredible support.

The following three stories highlight some of the people and projects involved in our sector-shaping Access programme.





Building bridges into science

9

Funded by alumni, Building Bridges is making science engaging, fun and relevant for school pupils in Years 3–7 (ages 7–12). Dr Ana Wallis, Educational Outreach Project Officer at the Department of Chemistry, tells us more about the project and how she became involved.

“I started getting involved with outreach when I was doing my PhD,” says Ana. “I was considering whether I’d go into teaching, but I found that I particularly enjoyed sharing the University with pupils, and the challenge of making cutting-edge science research understandable and relatable to younger pupils.” That enthusiasm hasn’t waned and our Building Bridges programme is richer for the creative energy that Ana and her colleagues in Chemistry, Wadham, and across the collegiate university bring to it.

Bringing science to life

Now in its second phase, the Building Bridges project has secondary school hubs in Gloucestershire, Bedfordshire and Hertfordshire, and a network of linked primary schools allowing learning to continue as pupils transition from Year 6 to Year 7. The programme includes science kit boxes, ‘OXbOXes’, to support science experiments from Year 3, as well as classroom content to enrich learning for older pupils on three themes, ‘Healthy Planet’, ‘Into the Blue’ and ‘Symmetry in Our World’. Highlights for many pupils are their primary and secondary visits to Oxford, and the annual

Building Bridges team visits to primary students’ schools.

To bring the subject matter to life, each theme features unusual specimens curated from Oxford Gardens, Libraries and Museums institute collections, and highlights the diverse ways that science contributes to our food and health (Oxford Botanic Gardens), art and culture (Ashmolean Museum) and the natural world (Oxford University Museum of Natural History). In their ‘Into the Blue’ sessions at school, pupils learn about William Burges’ Great Bookcase and blue pigments in Picasso’s paintings, then get to see these objects up close in real life when they visit. Their excitement is palpable.

Hands-on learning

Both the OXbOX science kits and the themed enrichment materials are designed so that pupils carry out hands-on experiments and activities to make their own discoveries. Additionally, pupils see how science is relevant to everyday life and a range of careers, such as art conservator or football archivist. The pilot phase of the project showed this approach was received

“very positively” by both teachers and their pupils, Ana tells us.

“Teachers report a real improvement in engagement, and pupils particularly like the careers aspect,” says Ana. “They have been seeing the utility of science, and their engagement and enjoyment have gone up year on year. Pupils feel that science is relevant, something they identify with and see as being part of themselves. That’s important to us – without that, science won’t be something that they will likely want to pursue.”

Active choices

“Our pupils are curious, creative and bring their own perspectives and experiences to each challenge,” says Ana. “Personally, I love that the project helps pupils to feel confident considering science-related study and careers alongside other options, so that they can make an active choice for themselves.”

The Building Bridges project has funding to see it through 2027. Given its impact, we hope we can continue to run it beyond that.

‘[Wadham’s] willingness and excitement to work with schools is contagious, and from that we have been able to get student buy-in at such a higher level than I ever anticipated’

Raising aspirations

11

How we’re working with a partner school in Bedford to help bright pupils feel that a university education is right for them.

“The Wadham access work has definitely had an impact in terms of raising aspirations of all our students,” says Dave Marsham, Director of Achievement at Bedford Academy secondary school.

Dave works with bright pupils in one of the country’s most socially deprived communities, and is under no illusions about the challenges in encouraging more students to consider a university education. Wadham’s outreach work is excellent but it’s not a magic wand.

“It hasn’t increased the number of students applying to Oxbridge colleges,” he adds. “But it has increased the number of students applying for Russell Group universities – and it’s this group I’m keen to pursue more.”

Understanding these students’ backgrounds is critical to any widening access programme, he says. When they visit Oxford, it’s an alien landscape.

“For most of our students, Bedford is all they know,” says Dave. “Some may have family in Birmingham or London, but that’s the limit of their experience. So when we come to Oxford and they see the quiet streets, the classic, old architecture, they’ve got their guard up.”

Step-by-step approach

Dave’s students are often the first in their families to even consider attending university, and the fact that a university degree will mean better salaries than their parents is a bonus, he says. Yet no student from Bedford Academy has had a successful Oxbridge application for about seven years, which is why his current focus is on encouraging his students to consider Russell Group universities. It’s a realistic, step-by-step approach.

And Wadham’s programme is instrumental in facilitating this cultural and academic shift, Dave asserts.

“When my students come to Wadham and participate in activities like the chemistry lock-box challenge against students from other schools, I can see they are initially apprehensive because they know they’re competing against students from more affluent areas,” says Dave. “But the minute they start working and problem solving, they quickly realise that they are actually fully capable of competing with them. That’s been the most valuable experience for them. They literally come away with a spring in their step and you can see their

confidence levels have risen. They realise that, yes, their family might be earning less but their education has been just as good.”

Supportive and inclusive

As for Wadham’s specific Access programme, Dave says it is second to none: “Of all the institutions I’ve worked with, Wadham College has been the most enthusiastic, the most supportive and the most inclusive. The willingness and the excitement to work with schools is contagious, and from that we have been able to get student buy-in at a higher level than I ever anticipated. It has made my students feel really at home and comfortable. When the students buy in, they stay bought in.”

12 Demystifying Oxford

Summer schools and school visits showed Wadham student, Rafay Yousuf, that Oxford could be a place for him. Now, he's helping to do the same for a new crop of young people.

If ever there was a student who embodied Wadham's widening access work – its *raison d'être*, its dependency on partnerships, and its impact – it's our current Student Union (SU) Access Officer, Rafay.

Growing up in Luton in a working class, immigrant community, where social deprivation indicators are high among school kids, Rafay never imagined Oxford would be an environment in which he could thrive academically or personally. That started to change after he had attended a number of Oxbridge access events, including school visits and summer schools, which, he says, helped to “demystify” Oxford. Still doubtful, Rafay decided after lockdown to take “a leap of faith”: he applied, attended an interview, completed an admissions test, and successfully landed himself a place at Wadham to read Persian and Arabic.

Fitting in

Still, Rafay was unsure whether he would be accepted socially when he got to Oxford, he says. “Between getting my offer and actually coming here, I worried whether I would fit in. I'd be spending four years here, would I enjoy it? Would I feel singled out?” Those concerns were quickly allayed. “I've never been made to feel that because of my background I'm not good enough or don't belong,” he says. “I think it's very easy for people to feel like that but I'm very lucky that no one has made me feel that way.”

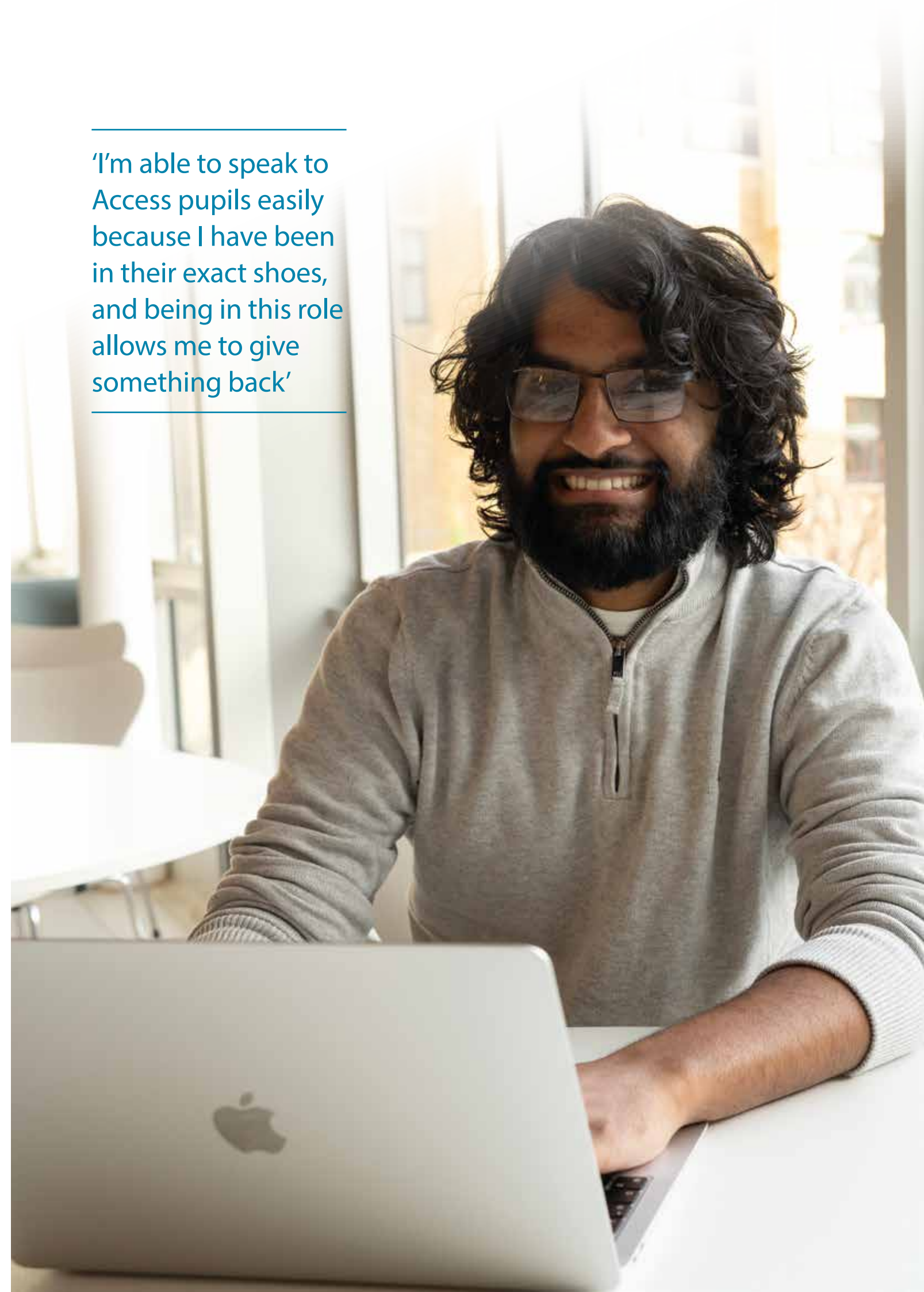
Now in his final year, Rafay is effusive about the breadth and depth of his university experience. He's taken advantage of opportunities made possible by donors and which he says wouldn't have been available if he'd studied elsewhere. These have included grants to travel to Armenia, Tajikistan, Jordan and Pakistan and, of personal importance to Rafay, the chance to contribute to the College's Access work as a volunteer and now in his SU Access role. Luton is among Wadham's catchment areas and connecting with students from his home turf has been particularly fulfilling.

Show, don't tell

“I'm able to speak to Access pupils easily because I have been in their exact shoes, and being in this role allows me to give something back,” he explains. “I've benefitted hugely from our Access initiative so if I can inspire even just a couple of pupils to think, ‘Okay, I can also come here in the future,’ then that's more than enough for me. It's one thing to tell students that they can come to Oxford. It's another thing to have them see that they can flourish here.”

Rafay says that the support available to him, pre-application and as a student, has been life-changing: “I can't even picture how my experience would have been if I hadn't had these opportunities or support available to me. It's made such a difference and I am extremely grateful for everything I've received here. I've grown so much and, coming out the other side, I feel like a much more well-rounded person. I feel so enriched.”

‘I'm able to speak to Access pupils easily because I have been in their exact shoes, and being in this role allows me to give something back’



Undergraduate Support

15

Today's domestic undergraduate students can expect to graduate with between £45k and nearly £50k of debt, a prospect that the majority of our UK alumni didn't have to consider when deciding whether to go to university.

The financial pressures facing ever-increasing numbers of students mean that many students – those on Maintenance Loans and increasing numbers from middle income families who cannot rely on family support – have to take up part-time work to make ends meet.

Alumni know first hand the vigorous intellectual demands of an Oxbridge degree, and how enriched one's time at Wadham can be made through extra-curricular activities that complement one's education. We believe that every student, regardless of their financial circumstances, should have the opportunity to make the most of their undergraduate experience, uncompromised by the need to work part-time.

Welfare support, bursaries and hardship support, travel grants, and subsidised accommodation, catering and other aspects of students' experiences are available to today's students, thanks to generous alumni support. The following article, outlining our on-course support, demonstrates the College's commitment to adapting its support to help meet our students' circumstances.



‘Working in this programme has been a tremendous privilege. The students I’ve seen have shown fantastic adaptability and great capacity for self-reflection’

Mathilde, Student Study Advisor

On-course support

17

Alumni donations are vital to ensuring that our on-course support enables students from under-represented backgrounds to thrive while at Wadham. Here are ways your support makes a difference.

Wadham’s Study Skills programme

Over the past two decades, the gap in university progression rates between disadvantaged pupils (29%) and their peers (50%) has reached its widest level. Tackling systemic inequalities is a College priority, and our Access to Excellence programme has made significant strides in redressing this, inspiring thousands of pupils to realise that an elite university education is achievable.

However, diverse prior educational experiences and preparations for university study may mean that the transition to university is not always straightforward. Wadham’s academic skills programme of one-to-one and group sessions is intended to help students get the most out of their studies, especially in the initial weeks and months at Wadham.

The study guidance is not subject-specific and our Study Advisors are trained to help with study skills such as time management, organising course reading productively, or planning essays. The one-to-one support is available to students who may be struggling, but also for those who would like to take their work to the next level.

One of our Study Advisors, Mathilde, says: “Working in this programme has been a tremendous privilege. The students I’ve seen have shown fantastic adaptability and great capacity for self-reflection. They encounter complex challenges but engage openly and honestly, which results in constructive discussions and practical personalised solutions.”

Welfare and Wellbeing Support

Student mental health is one of the most significant concerns for universities, and in Michaelmas 2022 we welcomed Sarah O’Brien, our Welfare Lead. Sarah is responsible for coordinating College welfare and wellbeing provision, and her work has made a significant difference.

Wadham’s academic and welfare teams work together to support students in challenging circumstances and, together with the student representatives and peer supporters, cultivate an environment in which students can thrive academically.

Financial Support

Finance should not be a barrier to accessing an Oxford education.

The financial burden of studying at Wadham is greater on those from lower-income households and we strive to support students financially. Home, EU and overseas undergraduate students from lower-income households living in College accommodation can receive means-tested Accommodation Assistance Bursaries.

Funding is also available for students facing financial difficulties from unforeseen circumstances. Specific funding is also available for students who are care-experienced or who are estranged from their families, typically enabling them to live in College accommodation for the full year.

Students facing financial hardship can receive help with course-related costs, such as purchasing books and attending field trips and conferences. Grants are also available for arts, music, sport and travel.

Rafay Yousuf (pp12–13) says that the various forms of on-course support are game-changers for students from lower income households: “Knowing that my family would not be able to support me, I would be so worried about actually managing financially that it would simply put me off applying.”

Warden's Circle

John Moore (1942)
Richard Koch (1948)
Alasdair Locke (1977)

Se. Andrew Smith 1963
 Pierre Simon 1962
 Louis Taylor 1974
 S. Bennett Taylor

Dorothy Circle

Dave Darling (1999)
 Ben Dufresne (1991)
 Greg Capomarek (1992)
 Richard Goldberg (1979)
 Martin Gashum (2000)
 Richard Gries (1981)
 Robert Ham (1998)
 Graham Hush-Dar (1992)

James Hill 200
 Rex Hutchins 197
 Owen Johnson 193
 Anthony Kassar 191
 David Koppman 194
 1945 to 1996
 Simon Marks 195
 Richard Miller 192

Neil Ford 1979
 Pat Simon 1980
 Cliff Simon (W) 82
 Mike Tait 1984
 Joe Hunt 1985
 Kenneth Dixon 1986

Nicholas Circle

Amy Cases-Smith 1976
 Stephen Cox
 Neil Griffiths 1977
 Tony Grundy 1974
 Ann Hadzay 1976
 Jeremy Hadzay 1985
 Tony Harris 1984
 Paul Harris 1982
 Martin Hains 1985
 Paul Howell 1995
 Katherine Henson 19
 Martin Hogg 1967
 Mike Hollands
 Lawrence Hool 1992
 Edmund Hudson 198
 John Hurst 1957
 Kristen Jackson
 Helen Jewell 1989
 Michael Jewell 199
 Josie Jolly 1994
 Noel Jones 1964
 Simon King 1990
 Imran Khan 1998
 Nasir Masareh 19
 Tony Nelson 196

William Reid 1900
Joan La 1901
Frank Lantz 1906
Victor Lee 1970
John Lee 1991
Robert Lewis 1903
Eileen Lee 1912
Robert Lohman 1904
David Louis 1912
Walter Mabel 1910
John Morgan 1905
Deborah Moller-Schaefer
David Mummolo 1910
Bernard Muttig 1910
Carol Muttig 1904
James Muttig 1904
David Nally 1905
Ted Nally 1905
Frank Nally 1905
Gale Norman 1910
Janet Norman 1910
Diane Nollmeyer 1910
Catherine Nollmeyer 1910
John Nollmeyer 1910
Ted Nollmeyer 1910

[illegible]

To: 1-800-368-5848
 In: 616-291-1000
 Or: 616-291-1000
 Fax: 616-291-1000
 E-mail: info@honda.com
 Web: www.honda.com
 Honda of America Mfg., Inc.
 17000 Redwood Road
 Torrance, CA 90503-2990
 © 2000 Honda of America Mfg., Inc.
 All rights reserved.

Trusts and Foundations

Handwritten text: "Handwritten text: 10/10/10"

Legacies

Caroline Needham (1975) †
Jonathan Porssé (1960) †
Richard Sharpe †
Alan Green (1948) †
Michael Rogers †

Michael Jovan 1951
Dominian Wages 76
Tom Kagle 1949
Alan Anderson 1961

College also gratefully acknowledges the generosity of all its anonymous donors



Students and tutors highlighted the unique tutorial dynamic for our Giving Day



Wadstock 2024 – high spirits made up for damp conditions



Student support and the Development team on hand to greet Garden Party guests



Tattoos and face painting – perennial Wadstock highlights



Comfort zone – bean bags, back packs and books in the Library



Development Director, Julie Hage and student ambassador, Patrick Hill-Aspinall,



Alpacas in the Fellows' Garden during Freshers' Week



Staff and students contributed themed cupcakes for our Giving Day bake sale



Students make the most of the William Doo Undergraduate Centre's airy social space

Every donation counts

Members of our alumni community can attest to the unique and unparalleled educational merit of the tutorial system. Contributors to this report often cite how important the tutorial system was to their intellectual growth and pastoral support when at Wadham.

We believe such an educational model has never been more important to foster critical thinking in a world increasingly influenced by AI and misinformation. Naturally, however, the specialised academic focus of this model is costly, and student tuition fees only cover about half the costs of delivering an Oxford undergraduate education.

Despite the prudent management of the College's relatively modest endowment and income generated from hosting conferences and events, we typically face a significant income shortfall annually. It is thanks to the loyal and generous support of alumni and friends, through gifts of all sizes, that Wadham is able to continue its educational mission.

Last year, 1,714 alumni – 20% of our community – donated to Wadham, which stands as one of the highest participation rates of any Oxford college. This includes those in our Wilkins Circle, who have committed to regular gifts each year – regular giving helps the College to plan for the future with greater certainty. Collectively, your support raised £891k in unrestricted funds for the Wadham Priorities Fund, which is allocated to areas of greatest need.

We are deeply proud of, and grateful to, our donor community, who share our vision of ensuring that the best and brightest students, whatever their background, can thrive at Wadham.

Virtuous Circles

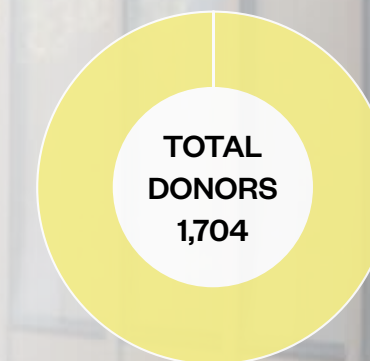
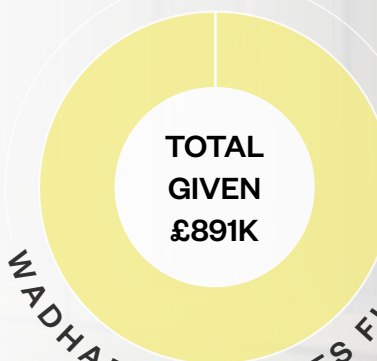
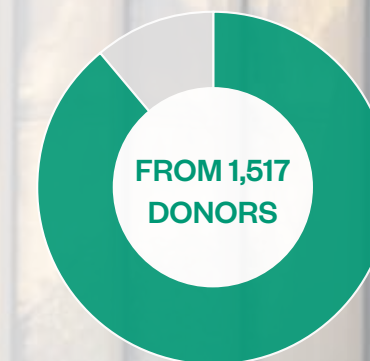
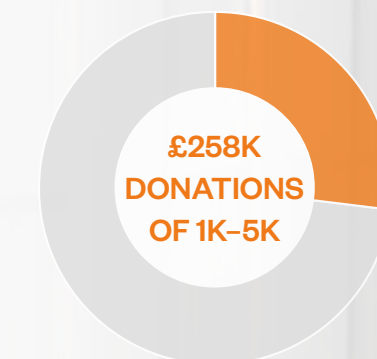
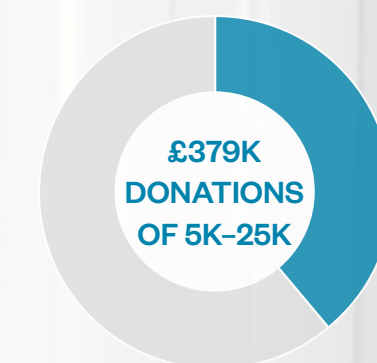
In addition to our Wilkins Circle, our Nicholas and Dorothy Circle membership recognises donors who have given more than £1,000 or £5,000 respectively in a given financial year.

We are extremely grateful to all alumni who have made a commitment at this level, and we are delighted that their generosity is now acknowledged with an invitation to the annual 1610 Dinner in Hall (usually held in September).

We have also introduced a donor board in the Cloisters, which is refreshed each year with the names of all current members after the end of our financial reporting period (August 1-July 31).

Taken together, the Nicholas and Dorothy members make a significant and critical contribution to the College's annual income. The 150 Nicholas members give a combined total of more than £250k, while the 37 Dorothy members contributed more than £375k last year.

The Circles have seen sustained growth since they were first introduced and it is a key priority for us to develop membership even further in the years ahead.





Graduate students

25

In an increasingly competitive academic world, attracting the very best graduate students remains a strategic priority for Wadham. Making Oxford and Wadham a desirable home for the brightest candidates contributes to ensuring that we can remain at the cutting edge of academia.

Graduate scholarships are instrumental in attracting the finest minds to continue their studies here, and this year a third of our graduate students have full funding. Increasing this provision remains a top priority for Wadham and, as the next story illustrates, donor support is central to providing this support.

◀ Wadham College's MCR Committee members



Engineering a career in decarbonisation

27

Laurence Peinturier, a DPhil candidate, explains how the McCall MacBain Foundation scholarship is helping her to explore how we can reduce the energy consumption of our buildings.

An email out of the blue in December 2022 from Wadham's Academic Office changed all plans for Laurence Peinturier, then an MSc student at St Catherine's. It said that, as she had completed her undergraduate degree at McGill University in Canada, she qualified to apply for a McCall MacBain Foundation postgraduate scholarship, and would she like to apply?

Laurence did, and got it, following a rigorous selection process. Now in the second year of her DPhil focusing on decarbonisation with the Department of Engineering Science, the scholarship was a life-changing event, says Laurence.

"I had to self-fund my MSc, and I could only undertake a DPhil if I could find funding. When I heard that I got the scholarship, I cried so much – tears of pure happiness!"

Laurence's research looks at how we can reduce the energy consumption of our buildings and how we can accelerate the shift to decarbonisation: "More specifically, I look at how we can use computational simulations to assess potential decarbonisation measures virtually before implementing them in real life."

Relevant research

Buildings in the EU are responsible for 40% of our energy consumption and 36% of greenhouse gas emissions, and with decarbonisation and climate change in the headlines daily, Laurence's research is highly relevant. And her case study couldn't be closer to home: the University of Oxford, including Wadham College.

"I'm collaborating with the University estate services, and I use the buildings, ranging from those built in the 1500s to the present, as case studies," she says. "Last summer, I also collaborated with the Oxford SDG (Sustainable Development Goals) Impact Lab, a research institution at the University, to support colleges in their decarbonisation efforts. We got to compare the colleges and see who's doing what, and Wadham is really on top."

Outside of her studies, Laurence plays for the University's basketball team and has been an active member of Wadham's MCR, first as its Treasurer and this year as its Freshers rep. "I was so warmly welcomed in my first year with everyone making sure that Wadham was my home away from home," she says. "I felt like it was only fitting that I do the same for the next cohort of graduate students."

Going global

With another 18 months left in her DPhil, Laurence is aiming for global impact after graduation. "Most decarbonisation measures and regulations start at the policy level," she says, "so I would like to collaborate with institutional organisations like the International Energy Agency, which has a great team working on buildings, or with the UK's Department for Energy Security and Net Zero."

For now, however, Laurence is focused on the present: "This has been the happiest 18 months of my life. The DPhil is an amazing experience in terms of personal development, and on a technical level I'm learning so much every day. I'm so fascinated by the topic I'm studying. I wake up each day and I'm just so happy – and grateful – to be doing this research here."

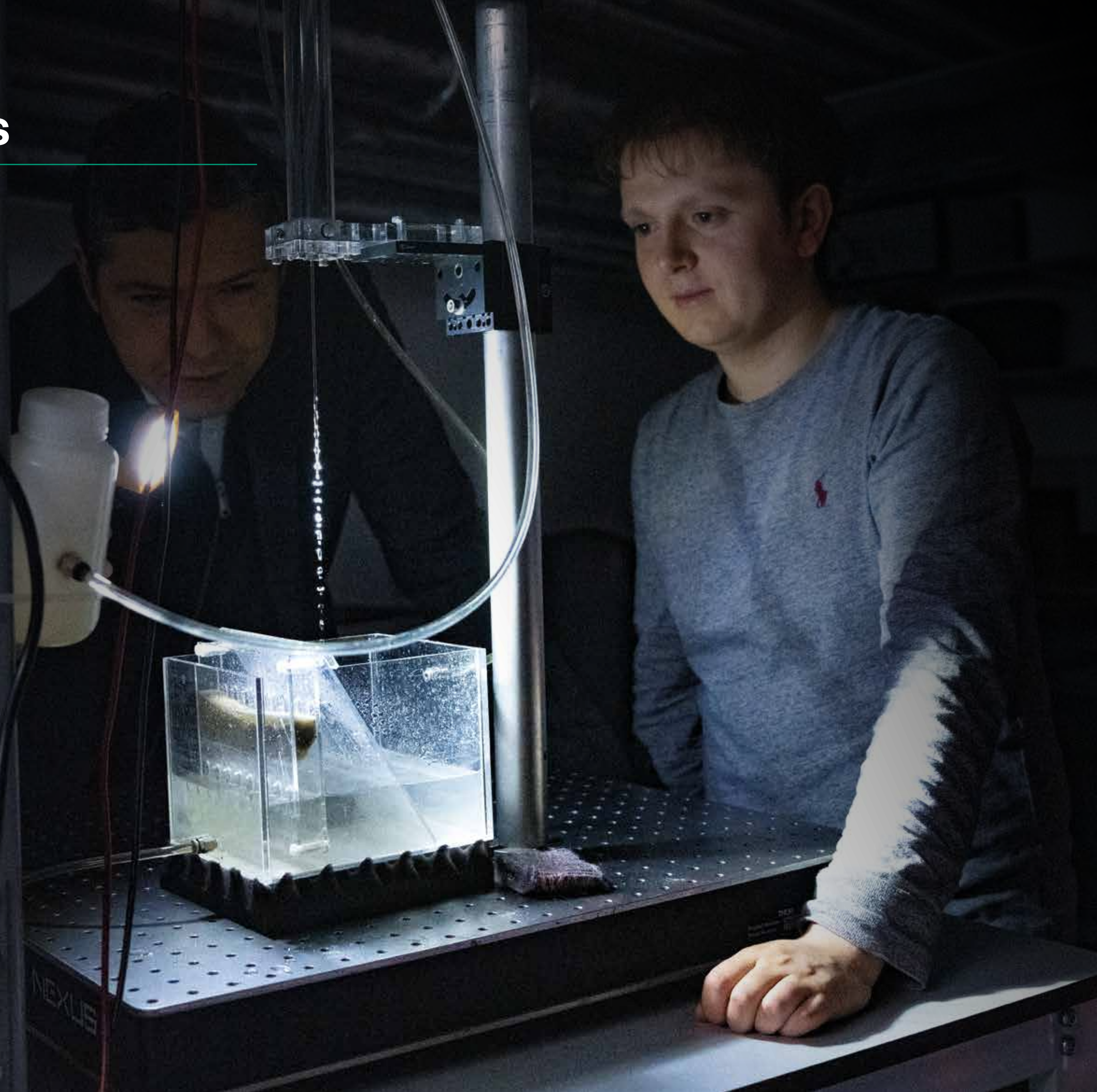
Graduate Scholarships at Wadham

The McCall MacBain Scholarships are funded by friends of John McCall MacBain (Law, 1980) and the McCall MacBain Foundation, and support 1-2 students annually. Wadham currently offers over 30 fully- and partially-funded graduate scholarships thanks to alumni generosity.

28 Fellowships

The Tutorial experience, where each student receives focused, bespoke, guidance from a world-leading academic in their field, is central to Oxford's educational model. With just 43% of the College's Fellowship costs covered by a dedicated endowment, securing funds for this purpose is a core priority for us in the years ahead.

▲ Wadham College's Alfonso Castrejón-Pita, Professor of Fluid Dynamics, Royal Society Research Fellow, and the Colin Wood Fellow and Tutor in Engineering Science, with Dr Tom Sykes, post-doc in Fluid Dynamics and lecturer in Engineering. A liquid jet is unstable to small perturbations and will break up into a train of monodisperse droplets when disturbed at the right frequency. This phenomenon is exploited in high-speed inkjet printing, as one can generate thousands of (identical) drops per second very easily. Upon applying a charge onto each of the drops, it is then possible to alter their trajectory via electric fields, in order to define where they will land on a substrate, and produce a final printout.



30 Taylor-made impact

The Sarah Taylor Fellowship in Biochemistry is an example of how a substantial, generous gift can have a profound impact on Wadham's ability to inspire and train future generations of students.

It was the death of a friend's father to cancer that led a young Sarah Taylor to decide to read Biochemistry at Wadham in 1976. About five decades later, to honour the death of her biochemistry tutor, Keith Dyke, Sarah and her husband, Bernard (Chemistry, St John's), secured the subject's future at Wadham by endowing the Sarah Taylor Fellowship in Biochemistry.

Her inspiration to endow the fellowship was in part down to the teaching she received from Keith and other tutors, including Stephen Goss, and in part to the course itself.

State-of-the-art thinking

Sarah beams recalling her course content. "One of the most exciting things as a student was that part of our reading material was stuff that had literally just been published in the biochemical sciences, state-of-the-art science, recent discoveries, and we were being asked to think about that. Keith was great at setting the texts to read and seemed very up-to-date with what was being published, what we should know and what we should find out about.

"He was also very demanding and thorough in tutorials. He would really grill you and then say: 'Okay, you've worked hard, you've done well. Thank you.' He kept an eye out for you and would give you a bit of a talking to if he felt you weren't applying yourself sufficiently."

Smooth transitions

Despite the special place biochemistry has held in Sarah's heart, she pursued a career in finance in the City of London. She says the tutorial system provided the training to make that transition smooth – and says it assisted her more

recent move to the voluntary sector as well.

"Obviously my scientific background and the maths helped, and just the fact that you get taught how to assimilate information and organise it. That's something the tutorial system in general teaches you, and particularly in my experience. It's an invaluable lesson and I feel so grateful for having had that."

A generous commitment

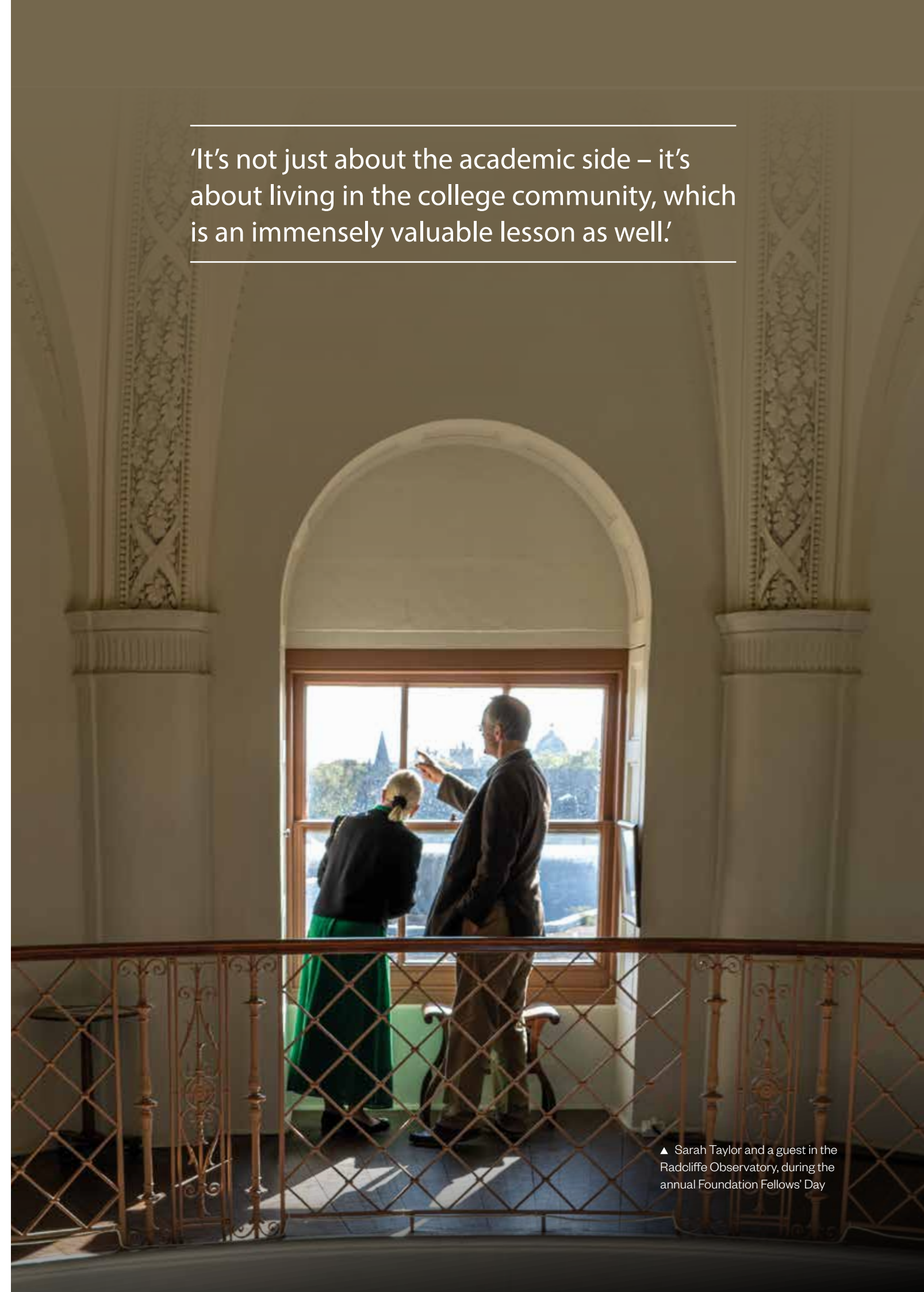
Sarah supported Wadham's access work prior to her and her husband's generous commitment to the fellowship. "I've had a very privileged background, so I'm keen on encouraging others having access to Oxford," she says.

The transition from supporting Wadham's Access to Excellence programme to endowing a fellowship involved many years and many conversations with former Warden, Lord Ken Macdonald. This has become a transformative gift for the College at a time when university funding from government continues to decline and universities overseas are able to offer handsome salaries to attract the best researchers.

"We hadn't originally thought of giving quite as much, but we finally took a deep breath and took the plunge," says Sarah. "It just seems like such a valuable thing to do and to have. After all, Wadham was a pioneering college in biochemistry, which is such a valuable subject – so to support that seemed particularly right."

For Sarah, this is about "trying to form future leaders from as wide a background as possible". And the power of Wadham is "not just about the academic side", she says, "it's about living in the college community, which is an immensely valuable lesson as well: you can take part in so many different activities."

'It's not just about the academic side – it's about living in the college community, which is an immensely valuable lesson as well.'



▲ Sarah Taylor and a guest in the Radcliffe Observatory, during the annual Foundation Fellows' Day

32 Leaving a Legacy

Wadham was established in 1610 through the bequest of Nicholas and Dorothy Wadham, and generations of legacies have helped Wadham to fulfil its academic mission over the last four centuries. Despite the careful management of our relatively modest endowment, legacies – through the 1610 Society – remain a crucial source of income for the College.

We are indebted to the generous commitment and shared vision of the 424 alumni and friends who make up our 1610 Society. For many, a legacy is a manageable way to give back to the College, while for many others a legacy is a way to significantly augment their annual support. Either way, alumni bequests are instrumental to ensuring that future generations of bright students can experience similar educational opportunities to those that you enjoyed and benefitted from when you were at Wadham.



34 Join the 1610 Society

Alumni bequests form a key part of support for Wadham and its academic mission, averaging 20% of our annual philanthropic income.

Friends and alumni who inform the College of their intention to leave a legacy to Wadham are invited to join the 1610 Society, a community of over 400 members.

Benefits of membership include invitations to bespoke annual events such as the Benefactors' Garden Party and the 1610 Society and Giving Circles Dinner (which is preceded by academic talks and a commemoration of any donors who have passed away during the year). Before last year's Dinner there was a special Q&A with the Warden, Robert Hannigan, on his new book, *Counter-Intelligence: What the secret world can teach us about problem-solving and creativity*, facilitated by Professor Ursula Martin.

Colin Drummond (President of the 1610 Society) says: "Wadham stands for excellence in teaching and research, and making this available to the best students from whatever background – who, in turn, contribute to and become part of that excellence. However, financial constraints and the UK's Higher Education funding model mean that what we stand for is under threat. At the heart of this is the tutorial model, the value and importance of which we can all appreciate. Wadham relies on annual giving – particularly legacies – to fulfil its mission of academic excellence and access; last year legacies accounted for £1.9m of the College's income. The 1610 Society is for those who include a legacy to the College in their wills and for significant lifetime donors; its members are key to the future of the College."


We will hold our next 1610 Society and Giving Circles Dinner on 5 September 2025 and look forward to welcoming members, old and new, back to College then.



▲ Colin Drummond, President of the 1610 Society, with his wife, Georgina, at the 2024 Benefactors' Garden Party.

► 1610 Society Members and guests at the Annual 1610 Society gathering in September 2024.





'I feel that if you've been happy in a place and it has offered you something as rich as this, then you'll always want to be a part of it in some way.'

'I'll always feel part of Wadham'

37

Poet Hilary Davies (Modern Languages, 1974) was in the first cohort of women to study at Wadham – and the impact on her life, career and friendships has led her to leave a gift in her will to the College for future generations.

"Wadham was the education that I had hoped for," Hilary says, as she looks out on an autumnal Back Quad. "It was the most enormous broadening of the mind. That's what I wanted to do, and [Oxford] enabled that in the most beautiful of circumstances." Hilary made good friends, too, several of whom she remains close to 50 years on.

For future generations

For Hilary, what makes a Wadham education so enriching is the intellectual stimulation of tutorials, set within a backdrop of historic buildings and gardens. She says it's important to maintain this for future generations.

"I feel very strongly about preserving the tutorial system because it's personalised," she says. "It allows profound engagement as opposed to passive engagement. It's an exchange, it's dialogic. Things emerge in the course of that discussion, things that you didn't think about or hadn't encountered before. And that's also true for the tutor – they learn as they teach, so it's very enriching for the tutor, as I learned when I became a teacher.

"It's an enormous privilege to do a one-to-one with somebody who is a master in your subject," she adds. "It allows swift access into the depth of what you're studying, which you just don't get if the number of tutees is too great."

Giving back

For many alumni, leaving a legacy is a way to give back to Wadham. For Hilary, she says her career was "utterly dependent" on the education she received in Oxford; she taught French and German and went on to be Head of Department at St Paul's Girls' School.

A celebrated lyric poet, Hilary says her degree influenced her poetry "completely, on a subliminal level", and is grateful to have read French and German: "I'm so glad I didn't read English here because I didn't have what I wanted to do analysed and knocked out me!"

A regular donor to the College, it was only after her husband, Sebastian, passed away eight years ago that Hilary considered leaving a bequest to Wadham.

"It was part of a massive rethink," says Hilary. "I wanted to give to my family, but also to certain institutions, and Wadham is an obvious one."

"I feel passionately about safeguarding the tutorial system," she says. "But at the same time, you've got to maintain and look after the College structure and the different members of this community. I feel that if you've been happy in a place and it has offered you something as rich as this, then you'll always want to be a part of it in some way."

38 A generous life

A number of alumni have led the way in creating a culture of giving back to the College, with a life-time gift or a bequest –and no one has led the way more forcefully than Foundation Fellow Alan Green.

Very few have given so generously to Wadham by way of friendship, support, guidance and time as Alan Green. During his 74 years' association with the College, his love for Wadham and its people only seemed to grow stronger every year. One of Wadham's most generous donors of his time, this past year the College was deeply grateful to receive an extremely generous bequest from Alan and his wife Shirley of £500,000 towards the College's endowment.

Alan's commitment to giving back to the College was fuelled by the gratitude he felt for his Wadham education. He came up in 1948 to read Classical Chinese. Alan had a distinguished career – principally in the textile industry – and he spent many years with his wife Shirley in the Far East. We only have a partial view of the breadth and depth of Alan's career in public service work after the Second World War and, most likely, little will be revealed that he didn't already want us to know.

Alan's concerns for the College's financial wellbeing began in the early 1950s, when he gave his first donations, and he remained a generous and dedicated supporter and avid ambassador throughout his life. Every donation was fuelled by a heartfelt commitment to the College's educational mission and his interest in the students, staff and fellows.

Alan's contributions to creating a culture of giving back manifested itself in so many ways, and he was perhaps most persuasive when convincing his peers about the unique value of their tutorial education at Wadham, and the moral imperative of supporting new generations of students to experience this unique form of teaching. In addition to serving on the Development Council, he was the inaugural president of the 1610 Society, led by his strong belief that all alumni should give back to Wadham. For more than a decade, he

worked tirelessly in this role, thanking new members of the legacy society for including Wadham in their wills, and convincing his Wadham friends to give a lifetime donation when they could. Alan was part of the first small group of benefactors to Wadham to be elected to a Foundation Fellowship, and he felt a particular affinity with this group of Wadham stalwarts who cared deeply about the College and its future.

Shirley and Alan (pictured) were a great team throughout their adventurous life in the Far East, and Shirley was as committed to Wadham as Alan. On their annual visits to the College they were accompanied by their much-loved children, Al (Alasdair) and Caroline, and granddaughters Matilda and Jemima, Emma and Jessica and their families.



Contact details

Julie Christiane Hage

Fellow and Development Director

E julie.hage@wadham.ox.ac.uk

T +44 (0) 1865 277 970

Barnaby Norman

Deputy Development Director

E barnaby.norman@wadham.ox.ac.uk

T +44(0)1865 277 542

Sarah Davies

Individual Giving Manager

E sarah.davies@wadham.ox.ac.uk

T +44 (0) 1865 277 567

William Parry

Donor Report Editor

E william.parry@wadham.ox.ac.uk

T +44(0)1865 277 570



WADHAM
COLLEGE
UNIVERSITY OF OXFORD

Wadham College

Parks Road
Oxford OX1 3PN

E development.team@wadham.ox.ac.uk

T +44 (0)1865 277953

www.wadham.ox.ac.uk