



# THRIVE

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# HEALTH AND SAFETY

## EXCELLENCE

**A drive for health and safety excellence is behind a new review of the University's working environment. The review, approved by Council, is sponsored by Professor Patrick Grant, Pro-Vice-Chancellor for Research, and Gill Aitken, the Registrar**

**Professor Grant explains how we are aiming to make our staff, students and visitors safer, and ensuring that everyone has the opportunity to get involved with the Safety Review**



Patrick Grant

'We should aspire to make our health and safety performance reflect the University's position as a world leader in research and teaching,' says Professor Grant.

'Excellence in health and safety will help to provide a better working environment for everyone.'

The University does of course have comprehensive health and safety policies and procedures in place. However, our safety culture – what people think about health and safety and how they behave when it comes to health and safety – probably plays just as large a role in determining whether or not our day-to-day management of risks and hazards is as effective as it could be. To reflect this, the University's Safety Review has two main areas of focus: safety culture and health and safety management.

'Evidence suggests that organisations with a strong safety culture have fewer workplace incidents,' says Professor Grant. 'Therefore, the Review will identify how clearer and more visible health and safety roles can strengthen our safety culture. It will also establish what a good safety management system looks like.'

The Review is also expected to recommend improvements in how the University provides the knowledge, skills and training to enable improved management and performance for our unique structure. Along with fewer hierarchical levels of governance and more transparent leadership, we are aiming for greater simplicity, reduced administration, and better use of IT systems. Better information management and systems will also help us measure our performance as a whole and, we hope, show our improvement.

For the Review to be a success, it is really important that people across the University get involved. Our recent Safety Climate Survey closed at the end of February. Gary Tideswell, Director of

Occupational Health & Safety and part of the Safety Culture project team, says: 'I'd like to thank everyone who took the time to participate in the survey. Your feedback is vital for understanding what training and support you need to enable improved health and safety management and performance.'

'We'll use the findings to identify what is great about our safety culture and share best practice, and to recognise our failings and where we should be doing better. The survey will also help us identify where to concentrate subsequent phases of the Review.'

Although the survey has closed, there will be other opportunities to get involved and to put forward your ideas.

For example, a number of workshops will take place where staff can discuss the survey's initial findings and continue to share examples of good practice and put forward suggestions.

We have worked with the Health and Safety Executive to develop the Safety Climate Survey and we will work with it further to develop targeted action plans and recommendations to both achieve quick wins and to achieve longer term improvements.

Professor Grant concludes: 'It is expected that the Review's recommendations later this year will lead to a progressive rollout and implementation of a new approach to health and safety management that will make our environment safer and be easier to use for those with significant responsibility for health and safety.'

'I look forward to hearing more from you and to sharing updates on the progress of the Review during 2020.'

Find out more about the Health and Safety Review at <https://safety.web.ox.ac.uk/health-and-safety-review>

Please email any questions or suggestions to: [hsreview@admin.ox.ac.uk](mailto:hsreview@admin.ox.ac.uk)

# OUR PEOPLE PRIORITIES



Staff at Wellcome Trust Centre for Human Genetics

**Professor Anne Trefethen, Pro-Vice-Chancellor for People and Gardens, Libraries and Museums, sets out how we are working to meet the people-related commitments in the University's Strategic Plan, to provide a diverse, inclusive, fair and open environment for all members of the University**

Oxford's reputation is reliant on the ability and dedication of our staff to maintain and strengthen its world-class status. Our strategic commitments and priorities should help us focus on the actions needed to ensure that the University remains a great place to work, allowing people to thrive and flourish as we strive to strengthen our world-class status. Below are just a few examples of how we are working to meet strategic goals.

### **Attracting, recruiting and retaining the highest calibre staff**

There are many wonderful things about Oxford that make it an attractive place to live and work. However, it is an expensive city. Recognising this, I am very happy to share the news that the University Council has approved the introduction of the Oxford Living Wage (OLW) for University staff effective from 1 August 2020. The University is already a Living Wage employer but the Personnel Committee was asked last year to consider introducing OLW, which is 95% of the London Living Wage. This will result in all University employees,

including our apprentices, earning a minimum of £10.21 an hour, helping with the relatively high costs of living in Oxford.

It is important for all of us to maintain a healthy work-life balance. At times this can be difficult. The beginning of this year saw the extension of the University's family leave offer – enabling all maternity, paternity, adoption and shared parental leave schemes to become a day-one benefit for all University staff.

Building on the success of the recent student wellbeing and mental health strategy, a review group has been set up to map existing support for staff and to develop a plan for improved staff wellbeing. We are also piloting Work + Family Space, a family support service which includes access to emergency back-up child and adult care. Find out more at: <https://hr.admin.ox.ac.uk/my-family-care>

Members of the USS pension scheme were encouraged to participate in the recent consultation to inform the development of options for the scheme and its future valuations.

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Further information is available at: [www.ussemployers.org.uk/news](http://www.ussemployers.org.uk/news)

An additional USS consultation on salary thresholds runs until 23 March 2020.

Details are available on the University's USS pension site, together with news updates, reports and background information: <https://staff.admin.ox.ac.uk/working-at-oxford/you-and-finance/the-uss-pension-scheme-and-oxford>

### **Working towards an increasingly diverse staffing profile**

It is good to see that we are making steady progress on equality and diversity. In 2019 we entered the Stonewall Workplace Equality Index Top 100 Employers for the first time. This is the definitive benchmarking tool for measuring LGBTQ+ inclusion in the workplace. This year we have climbed a further 17 places in the rankings, to 76. There is still more to be done but it is good to see that changes being implemented are having an impact.

To help promote good practice, the University supports a number of innovative projects delivering lasting change and helping to foster an inclusive culture through its Diversity Fund. We were glad to see 20 projects put forward in 2019.

We are currently conducting our 2019/20 equal pay audits. A working group including trade union representatives oversees the audit of the main salary grading structure. The results of the previous (2016) audit give us confidence that the University is achieving equal pay for work of equal value. Should the current audit identify pay gaps an action plan will be drawn and will be monitored by the University's Personnel Committee.

Last year we published our second report on the gender pay gap, which showed we are making progress. The median gender pay gap, however, remains at 13.7%, reflecting an imbalance between the roles of men and women across the University, a matter which we are committed to addressing.

The gender pay gap is a measure of the difference between men's and women's average earnings across the University. Equal pay ensures we are paying the same



Ian Wallman

Anne Trefethen

level of pay to those who are performing the same work.

### **Supporting staff in personal and professional development**

The People and Organisational Development team (POD) is a newly created team within HR Services. The team works in partnership with others across the University to provide both tools and training for the individual, and support for organisational change and development.

Our last staff experience survey highlighted a need to support staff and managers with Personal Development Review (PDR) conversations. After significant consultation, a new set of principles have been agreed and implemented by POD, to support PDRs and CDRs (Career Development Review). Find out more at: <https://pod.admin.ox.ac.uk/pdr>

POD has also introduced a range of online self-help learning resources to help develop personal effectiveness skills: <https://pod.admin.ox.ac.uk/diy-personal-development-0>

Our 2020 staff experience survey In Trinity term, all University staff will be invited to complete the staff experience survey. Please do take a few minutes to let us know what you value about working here and where you would like to see improvements.

The University offers benefits to staff that range from family-friendly initiatives to personal and professional development; the full range of these can be found on our benefits web pages at: <https://hr.admin.ox.ac.uk/staff-benefits>

# MY OXFORD

**Dr Mai Musié, Public Engagement Manager for the Bodleian Libraries, discusses her experience of working at the University and why she feels collaboration is critical for its continuing success**

**ANNETTE CUNNINGHAM**



Mai at the Weston Library

## **What attracted you to Oxford?**

‘It was a serendipitous moment.

‘In 1989, I came to the UK as a child refugee of the Ethiopian-Eritrean civil war. I ended up in London, spending most of my childhood and teenage years there. When I started work, a random conversation took me to Swansea to study Classics. Years later, when I took on a part-time PhD while working for

Swansea University’s Reaching Wider initiative, a colleague asked me what my ideal career would be. I replied that it would be a combination of access and Classics – my two loves. Lo and behold, two weeks later Oxford advertised for a Classics Outreach Officer. I never thought in a million years that my application would be successful. The rest is history, as the saying goes.’

“  
**As the University becomes more diverse, it becomes more exceptional, and we cannot achieve this goal without working together**  
”

### Was Oxford as you expected?

‘Yes and no. Prior to Swansea, the idea of ‘Oxbridge’ was alien to me. A student from my A level History group applied to Oxford – I remember we all thought he must be extremely clever. In Swansea, most of my Classics tutors had been taught at Oxford or Cambridge. Through them, and attending Classics conferences, I began to get an idea of what those two institutions were like. When I moved to Oxford in 2012 to take up my post at the Classics Faculty, I did initially feel homesick and alone. Gradually I began to warm to the place and I recognised the wealth of possibilities it could offer me – whether it was tapping into the various intellectual networks or just being around like-minded people.’

### How did you go about ‘tapping in’?

‘When I joined the University, my manager encouraged me to keep pursuing my academic work, alongside my full-time outreach post, by joining the graduate community of Oxford. I found The Oxford Research Centre in the Humanities (TORCH) a fantastic resource; TORCH encourages connections and collaborations between humanities researchers and external institutions. I enjoy attending its seminars and lectures, being part of their Race and Resistance network, and attending its ‘Book at Lunchtime’ series. Self-promotion alert: I was fortunate enough to participate in the latter with my book *Forward with Classics*, Bloomsbury 2018.

‘Being part of the Black Minority Ethnic (BME) Staff Network has really made me feel part of the Oxford community. It has given me a sense of belonging, a safe place where I can discuss issues and concerns with colleagues but also share best practices and ideas. Additionally, I am a member of the Research Support and Innovation Network; this is a great forum to share best practice, discuss latest funding opportunities and encourage interdisciplinary activity.’

### What do you enjoy about working at Oxford?

‘I’ve been lucky to have a few different roles at Oxford which have all been really interesting. After managing the Classics access programme, I spent time working at Pembroke and with the Knowledge Exchange and Impact Team (KEIT) before taking up my current role.



New College Lane, Mai’s favourite part of Oxford

‘These varied roles have shown me how vital collaboration and interaction is between all the different groups which make up the University. Every day I see how people are working to build a more inclusive network – this is great and it is what I understand when I hear ‘One Oxford’ mentioned.’

### Can you give any examples of this collaboration?

‘Yes, just internally there is everything from the TORCH vision and the more formal networks it has created, including access, GLAM and PER activities, through to informal gatherings like the KEIT Office termly cake networking event and the Bodleian Libraries Friday coffee mornings (both are for University and college staff). These types of settings encourage fruitful interactions and potential collaborative opportunities.’

### Why do you feel One Oxford is so important?

‘How I understand it is that, along with the goal of providing excellent education and delivering world-class research, we are striving to be inclusive, collaborative, and progressive. As the University becomes more diverse, it becomes more exceptional, and we cannot achieve this goal without working together.’

### What’s your favourite part of Oxford and why?

‘My favourite part? That is a tough one. I suppose it is New College Lane at dusk. Walking around the buildings at this point in the evening, you can really sense the magic and wonder of Oxford. It is breathtakingly beautiful.’

Visit <https://edu.admin.ox.ac.uk/networks> for information about equality-related staff and student networks, including networks supported by the Equality and Diversity Unit  
Visit <https://www.torch.ox.ac.uk/networks> for details of current TORCH networks



# TEAM WORK: CLEANER GREENER TEAM

SHAUNNA LATCHMAN

“  
**I try to find opportunities to empower my colleagues as it’s easy to feel forgotten in the day to day tasks**  
”

**The rise in healthy eating has transformed our diets and now the movement has spread to another aspect of our lives – healthy cleaning. Hector Delcuratolo, Head Butler at All Souls, shares details of how the Dining Services Department’s natural ingredients are cleaning and protecting the team’s health and helping the planet**

The colleges are at the heart of the Oxford experience, boasting academic excellence and trailblazing figures. Routines and practices vary from college to college but a common commitment shared across the University is helping to minimise our environmental impact.

All Souls, founded in 1438, has particular strengths in the humanities and social and theoretical sciences. The college has no undergraduates – all of its members automatically become Fellows (senior members who have an official association with the college).

The college’s Head Butler, Hector Delcuratolo, joined the team in 2017 to take charge of the Dining Services Department. ‘We’re a team of 13,’ explains Hector, ‘And along with delivering high-quality catering

services, we’re also kept busy creating an innovative catering experience, maintaining a cost-effective service and – of course – keeping everything spotless.’

Within the first few months of joining the team Hector noticed that skin irritation and headaches were common complaints. After taking a closer look at the ingredients of the cleaning products in regular use, a likely cause became clear.

Common commercial cleaners are loaded with toxic and polluting substances designed to make cleaning easier. Some conventional products contain ingredients that are hazardous, non-biodegradable and from non-renewable resources such as petroleum, so they adversely affect the earth’s eco-systems. The cost of these chemical-based products can be high: long-term health concerns for those in regular contact with them and environmental



Left to right: Cara Thompson, Christian Caliendo, Cristina Fernández Crespo, Romain Alaphilippe, Anna Krzywacka and Hector Delcuratolo

pollution caused by their manufacture and disposal.

Keen to improve working conditions and reduce their impact on the environment, Hector set about involving the team in finding a solution. 'I try to find opportunities to empower my colleagues as it's easy to feel forgotten in the day to day tasks,' says Hector. 'Encouraging them to take a lead helped them to engage and they enjoyed working together to make a difference.'

Led by Anna Krzywacka, Assistant Butler, the Dining Services Department undertook an advanced study into eco-friendly homemade cleaning products. Through a trial and error approach – and with the help of the internet – the staff developed several natural cleaning products, providing ecological, cheaper and healthier alternatives to their commercial equivalents.

Part of the process consisted of taking a step back in time. 'We were curious how people used to clean silver as some of our silverware dates back hundreds of years, long before the use of chemicals. We questioned how these pieces have maintained their great appearance and discovered that salt and baking soda were

likely candidates. Just 40 years ago, many people still used vinegar to clean their windows and bicarbonate of soda to clean their saucepans.'

Using this logic – and simple everyday ingredients – the team have created eco-friendly products that are also cost-effective. Commercial polishing dips cost an average of £4.52 per litre but the All Souls' version costs just 36 pence a litre, a saving of 92%.

Natural alternatives for cleaning have only just begun to regain their mainstream popularity. For years we never questioned the need for chemicals in our cleaning solutions as they appeared to be the only way to ensure good hygiene. The Dining Services Department at All Souls is showing us otherwise, proactively setting an example for many other workplaces, and for us at home.

'The project and the research involved has proved very successful,' concludes Hector. 'As well as a notable reduction in headaches and skin rashes, there is also a feeling of satisfaction. As a team we're aware that our small contribution is actually part of something much bigger and that we are assisting a mighty cause.'



John Cairns

Anna making the orange cleaning spray

### **Make All Souls' orange multi-purpose cleaning spray**

Place the peel of four oranges in a jar, cover over with white vinegar and leave to rest for two weeks. Then pour the mixture into a glass spray bottle, top up with 250ml of hot water and add three drops of orange-scented essential oil. Your spray is ready to use!

### **Get involved**

Find out how to get involved with environmental sustainability initiatives at the University: <https://sustainability.admin.ox.ac.uk/get-involved>

# STUDENT SPOTLIGHT

**Kaya Axelsson is the Vice-President Charities and Community at Oxford University Student Union (Oxford SU). With minimising the University's environmental impact a key priority for staff and students, sustainability is a major part of this role. Kaya shares details of the important work she is involved with and explains how Oxford can make a difference**

VICTORIA CROWE



Kaya Axelsson

## **Please tell us something about your background and what attracted you to Oxford**

'I'm originally from Seattle, where I spent years heavily involved in the environmental movement. I decided to apply to Oxford to research climate policy and environmental politics because I wanted to better understand how to contribute to the global effort of transforming into a post carbon society.

Doing my Masters here allowed me to read as widely as possible about the issues that I care about. In my experience, there is no great mystery to Oxford, just lots of brilliant and compassionate people devoting a lot of their time to finding solutions to global problems.'

## **How would you describe your role at the Student Union?**

'I interpret it as representing students who want to give back to their local and global communities. A really exciting part of the role is supporting the environment for their colleagues. This can include everything from purchasing Fairtrade coffee and cookies for their common room to helping their Head of House put a cutting edge sustainability policy together.

I am also working with the University on its relationship with the fossil fuel industry, including where investments are made across the Collegiate University. We would like to see more sustainable corporate partnerships in colleges, departments and the wider University.

The University needs to work with these companies, developing net zero business plans which deliver no net impact on the climate through greenhouse emission. It is also important to align with the aims of the Paris Agreement to curb the use of greenhouse gases, and the Oxford Martin Principle – a framework for climate-

conscious investing.'

## **We're particularly interested in the environmental sustainability work you've been doing – what does this involve?**

'I have been working with students and experts across the University to build a climate action plan. The aim is that it can be used as a resource for students and staff advocating sustainable reforms. The plan covers major areas where people have shared ideas, from energy efficiency to curriculum.

Resources are listed with examples of any actions that have been taken by colleges or departments, together with the scientific basis for these reforms. We launched the plan at our Climate Assembly. The event was sold out, highlighting how much people across the University really care about sustainability.'

## **What is the University Sustainability Strategy project?**

'The University has been very proactive around sustainability this academic year. Shortly after the Climate Assembly was held, the University put together a steering group to develop a more ambitious sustainability plan. This group includes experts from across the University, including Intergovernmental Panel on Climate Change authors (the United Nations body for assessing the science related to climate change), leading professors of biodiversity and energy, and the practitioners and sustainability professionals who are working hard to organise and operationalise the new strategy.

One idea being looked at is the introduction of a new climate course which would be available to anyone studying at Oxford. Others include ways to reduce – and meaningfully offset – flights taken by academia and enabling an

80 per cent meat reduction target by 2030 across the University, which would align us with the EAT-Lancet Commission report on sustainable consumption. A consultation taking place across the University until 14 April 2020 invites everyone to explore these ideas, along with many others.'

**What do you think is the most important thing individuals within the University can do to help with sustainability – both in their work and in their personal lives?**

'While I would always encourage students and staff to make sustainable choices, the most important thing a person can do is to ask themselves what tools and connections they have to advocate for a systemic sustainable change.

This means changing how colleges and departments function so the collegiate University's footprint is reduced as a whole – helping us to achieve our ambitious target to halve peak carbon emissions by 2030.'

- To discuss tips and resources on how to start conversations on systemic sustainable change, email Kaya at: [vpcandc@oxfordsu.ox.ac.uk](mailto:vpcandc@oxfordsu.ox.ac.uk)
- Have your say – visit <http://sustainability.admin.ox.ac.uk/consultation> to take part in the University's sustainability consultation by 14 April 2020
- Do your bit to help the University reduce its carbon emissions by getting involved with a Green Impact team or set one up in your work area. Find out more at: <https://sustainability.admin.ox.ac.uk/green-impact>
- Details of Oxford Martin Principles are available at: [www.oxfordmartin.ox.ac.uk/news/2018-new-corporate-principles](http://www.oxfordmartin.ox.ac.uk/news/2018-new-corporate-principles)



# SHARING THE BENEFITS

**Ensuring that Oxford remains an attractive place to work is a University priority. Our Human Resources policies and processes provide the framework for departments and faculties to support their people and to respond to the ever-changing external environment**

At the beginning of the year our family leave policies were updated. Employees can now take up most of our family leave schemes from the first day of employment, meaning that more parents can now enjoy the benefits of our generous provisions.

Hayriye Cagnan from the Nuffield Department of Clinical Neurosciences, and husband Eugene Duff from the Department of Paediatrics, discuss their experience of shared parental leave following baby Ida's arrival ten months ago.

**JACQUELINE PUMPHREY**



Shutterstock

‘You become a different version of you but it’s OK’, responds Hayriye when asked what it is like to be a working mum. ‘Initially you slow down, but you figure out a new way of being and become productive again.’

Hayriye Cagnan is an electrical engineer by training. A few years ago, she discovered her niche in biomedical engineering, working on deep brain stimulation therapies for conditions such as Parkinson’s Disease.

The journey that would eventually lead to the birth of her baby daughter Ida began in 2011, when Hayriye started working at the University of Oxford and met her future husband, Eugene. Over the next four years, work took them to London in 2015 and then back to Oxford three years later.

Hayriye now has a Medical Research Council Career Development Fellowship in the Nuffield Department of Clinical Neurosciences (NDCN), based at the John Radcliffe (JR) Hospital. She is working out the effect of different deep brain stimulation patterns. She is also investigating how symptoms emerge – what is happening in the brain when symptoms come and go?

Eugene also works at the JR, in the Paediatric Neuroimaging Group, Department of Paediatrics. His research aims to find better ways to measure and treat pain in newborn babies in hospital care. He says: ‘Currently there is a lot of uncertainty about the treatment of pain in infants. We experienced a little of this with Ida being in hospital for about five days when she was born.’

Hayriye confides that she worried about the right moment in her career to have children. She and Eugene wanted to start a family but also wanted to maintain their scientific careers. Having the option of shared parental leave meant that Hayriye had more control over when and how she came back to work. ‘I didn’t want the guilt associated with putting my baby into childcare too early in order to pursue my professional ambitions,’ she explains.

Hayriye took five months off to be at home with new baby Ida, and then Eugene took three months. Hayriye’s transition back to work was gradual;



NDCN’s Human Resources team helped her create a plan using annual leave so that she didn’t have to return to full-time work immediately.

Eugene agrees that colleagues in Human Resources were invaluable in making the process of organising the leave straightforward: ‘I was really happy to be able to spend more time with my daughter and to help to even out the effort involved in these first years with my wife.’

Ida is now ten months old and keeps both parents busy with her love of fridge magnets, mum’s phone and emptying out cupboards. Eugene believes the scheme has enabled them to avoid having to make too many sacrifices. He admits that although both he and Hayriye overestimated what they could do in the first few months – such as going to conferences – they have perhaps underestimated what they just might manage to achieve in the next six. We wish them all the best as they discover the possibilities.

Hayriye, Eugene and baby Ida

Find out more about family leave at: <https://hr.admin.ox.ac.uk/family-leave>

“  
**I was really happy to be able to spend more time with my daughter, and help to even out the effort involved in these first years with my wife**  
”

# LISTENING TO OTHERS: THE ROLE OF A COMMITTEE MEMBER

**The University's Education Committee provides support for maintaining and defining its educational policy and standards. Dr Kate Blackmon, Associate Professor in Operations Management at Saïd Business School and Tutori and Fellow in Management Studies at Merton, explains her role as a member of the University's Education Committee – one of the five main committees of Council – and why it is important to her**

Dr Kate Blackmon



### **What does Education Committee do?**

‘Education Committee oversees all aspects to do with education, including undergraduates, postgraduate teaching and research students, and continuing education. Several other committees report to it with responsibilities for particular areas of education, such as Teaching Degrees Panel (undergraduates and taught masters) and the Quality Assurance Sub Committee (QASC).

‘It also shares joint responsibilities with other bodies including Conference of Colleges and Research Committee. All this covers a very broad range of issues, from high-level policy access and participation down to the basics, such as changes to examination regulations.’

### **How did you get involved?**

‘I first joined Education Committee as Senior Proctor\* (2014–2015). Afterwards, I was appointed to Education Committee as an elected Council member and since I finished my term on Council last September, I have been reappointed as Chair of QASC.’

### **Why was it important for you to become a member?**

‘Obviously the Proctors and Assessor need to be closely involved with Education Committee, the PVC (Education) and the Educational Policy Support section because so much of their work is closely intertwined. Subsequently, as I am so interested in the educational side of the University I was happy to be appointed as a council member. Now as Chair of QASC, a project sponsor for Canvas and a member of Education IT Board, being a member lets me bridge multiple parts of the University.’

### **What is the role of the committee members?**

‘The basics are read the papers carefully, attend meetings and take active part in the discussions. Members all wear multiple hats, including college and department/faculty, and teach across a range of students, so we bring multiple perspectives to the table. As with all areas of governance, it is a serious responsibility, but more so (in my opinion) as education is really the core of being a university.’

### **How do you prepare for meetings?**

‘As above, but also generally keeping in touch with colleagues and what is going on in the University and wider educational environment beyond your own responsibilities is very helpful. Occasionally I present items on behalf of QASC, so that I can bring particular details or discussion to meetings. It is important to speak up but also to listen to others.’

### **How do you juggle your time commitments?**

‘The same way that everyone else does at Oxford, keeping a tight rein on my schedule and planning ahead. Education Committee is not that time-consuming compared to its importance.’

### **How does the committee resolve difficult or sensitive issues?**

‘Martin Williams, the PVC (Education), is very good at encouraging discussion so that everyone has a chance to express their ideas, but also in resolving issues quickly. Obviously there are many different constituencies and interests in education across the University!’

### **What has the Education Committee delivered that you are most proud of?**

‘So much has changed since March 2014 when I first joined the committee. Our current Access and Participation Plan represents a huge commitment on the part of Oxford to undergraduate education, including the new Bridging and Foundation Year programmes. These efforts are starting to pay off, as this year’s undergraduate admissions statistics show. ‘Graduate Admissions has also made great strides forward over the past few years in terms of speeding up the process from completed application to offers of places. And, at the risk of blowing my own horn, Canvas represents a major leap in virtual learning environments. But Education Committee (and its subparts) touches everything that we do every day, so the list could be a lot longer.’

\* The Proctors and the Assessor oversee student matters and uphold our statutes and policies. Find out more at: [www.proctors.ox.ac.uk](http://www.proctors.ox.ac.uk)



**Members all wear multiple hats... so we bring multiple perspectives to the table**



### **Where can I find out more about the University’s committees?**

Information on the committees and contact details of the committee secretaries are available on the University’s website at: <https://governance.admin.ox.ac.uk/committees>

### **Who can be a committee member?**

This is set out in the regulations of the individual committees. Some places are reserved for *ex officio* members, or external members, but there are many places for holders of teaching, research and administrative posts in the University, or members of Congregation.

### **How can I express my interest in becoming a committee member?**

Where there are vacancies to elected places, stand for election! Current vacancies are advertised in the Gazette and at: <https://governance.admin.ox.ac.uk/current-elections>

Many other places are filled by appointing bodies, eg by Council or divisional boards or departments, etc. Let your head of division or head of department know that you are interested in becoming a member of a committee, especially if you have an interest in the remit covered by a particular committee.

# OXFORD IN THE COMMUNITY

The University set up a grants scheme in 2013 to support its relationships with local groups and events. It funds projects that celebrate the city's heritage, promote educational opportunities and increase engagement between the University and the community

Read on for details of just a few of the community projects that have been awarded grants by the University



## Oxford Urban Wildlife Group

Thirty years ago community wildlife enthusiasts took over abandoned allotments in east Oxford, transforming the urban wasteland into the Boundary Brook Nature Park. These three acres have flourished, offering a diversity of habitats which attract butterflies, foxes, dragonflies and birds. A new initiative – The Wildlife Garden – will restore and maintain the area as a demonstration wildlife garden. The aim is to show how ordinary private gardens can encourage wildlife, raise awareness of wild spaces in Oxford and improve people's access to nature. The University has awarded funding towards its ecotherapy and nature days.

Find out more: [www.ouwg.org.uk](http://www.ouwg.org.uk)

## The Oxford International Women's Festival

Now in its 31st year, this festival aims to highlight women's local, national and international issues. The festival celebrates the strengths and successes of women and recognises the work of groups and individuals working to campaign for equal rights and social justice. The theme for 2020 is 'Threads of Liberation', inspired by the 50th anniversary of the first Women's Liberation Conference, held at Ruskin College in 1970. The University has contributed to the festival's event programme.

Find out more: <https://oiwf.org>

## Jacari Oxford



Jacari trains up to 150 student volunteers each year, from both the University of Oxford and Oxford Brookes University, to teach English as an Additional Language (EAL). Each trained student is then paired with a disadvantaged EAL child who is referred to the scheme by one of 13 local schools. Students visit their pupil's family home for at least one hour a week to deliver an entertaining English lesson aimed at boosting the child's academic confidence and English language skills. The University has awarded funding to assist with the scheme's volunteer training resources.

Find out more: [www.jacari.org/about-oxford](http://www.jacari.org/about-oxford)



**KIDS**

KIDS provides clubs and play schemes for disabled children and young people (aged 5–18 years) to play, socialise, learn new skills and gain independence. The schemes also allow families to have a break from their demanding responsibilities whilst their children are cared for in a safe and supportive environment. The club relies heavily on information technology for educational activities and skills development. The University has helped to fund a Panasonic Toughbook – a robust laptop designed to withstand tough handling. Find out more: [www.kids.org.uk](http://www.kids.org.uk)

**Cowley Road Works Schools Outreach Programme**

Cowley Road Works runs the Cowley Road Carnival – the popular annual celebration of the arts and culture of Oxford’s diverse community. In the term leading up to the event, the team runs workshops with up to 60 young people at the five schools in the city’s most economically deprived areas, Oxford’s Virtual Schools (for children in the care system) and the city’s Special Educational Needs schools. Each school group creates a large-scale art piece for the carnival’s parade. The University has provided funding towards the materials and running costs of the workshops. Find out more: [www.cowleyroadworks.co.uk/projects-outreach/in-schools](http://www.cowleyroadworks.co.uk/projects-outreach/in-schools)

**Crisis Skylight Oxford Rough Sleepers Breakfast Club**

The Breakfast Club takes place twice a week for people currently sleeping rough. It is a friendly space offering access to showers and IT along with breakfast and support from a crisis progression coach. As well as providing material comforts, the club acts as an engagement opportunity, provides bus fares for interviews, training and equipment for new jobs and helps people into housing. The University has provided funding for the club’s food budget. Find out more: [www.crisis.org.uk/get-help/oxford](http://www.crisis.org.uk/get-help/oxford)



Windmill Primary School at the carnival

Find out more about the University’s small community grants scheme at: [www.ox.ac.uk/local-community/small-community-grants](http://www.ox.ac.uk/local-community/small-community-grants)

For volunteering opportunities at local community events, please contact: [community.grants@admin.ox.ac.uk](mailto:community.grants@admin.ox.ac.uk)

# PEOPLE AND ORGANISATIONAL DEVELOPMENT



Ian Wellman

Staff at work, Earth Sciences

**Sharon Neal, Head of People and Organisational Development, provides an update from the team about the University's new online toolkit aimed at helping personal effectiveness skills**

**Sharon also explains changes to the University's Personal Development Review process following feedback gathered from the 2018 Staff Experience Survey**

Many of us would say there are a number of core transferable skills that we need to be successful in our roles, regardless of where we work or what we do. These personal effectiveness skills are often tricky to define and develop.

The People and Organisational Development team (POD) has been listening to what colleagues across the University say are the skills that are vital to their success. These include organising yourself and your time, feeling confident in communicating assertively, being able to exert influence, building and sustaining working relationships, problem solving, being self-aware and knowing how to review and plan your career progression.

POD has put together a range of self-help learning resources on all of these topics into an online toolkit which is available to all staff members.

The toolkit begins with a short questionnaire

which will help you to:

- Reflect on what you do well, where your confidence lies and where you could grow or develop.
- Choose a small number of topics to work on.
- Select a learning option from a range of self-directed resources.
- Put your plan into action.

The toolkit can be found at: <https://pod.admin.ox.ac.uk/diy-personal-development-0>

### Developing others

Developing others is often the most rewarding part of a manager's job. The online toolkit has a section for managers which includes help for:

- Preparing a people development plan for a team.
- Running a team away day.
- Supporting staff effectively.

### Career progression

For staff in professional service roles who are thinking about career progression, the Developing Yourself for the Next Role toolkit may be helpful: <https://pod.admin.ox.ac.uk/developing-myself-for-my-next-role>

This self-help resource encourages reflection, goal-setting and planning using a structured approach.

### Development in current role

For professional services staff who want to consider ways of effectively developing themselves in their current role, there is a matching toolkit: <https://pod.admin.ox.ac.uk/developing-myself-in-my-current-role>

These self-help resources are designed to help staff prepare for a PDR, follow up from a PDR, do some mid-year reflection and planning, refresh on essential skills or just browse for ideas and inspiration.



### Personal Development Review – 2020 revisions

Our last Staff Experience Survey highlighted the need to improve our support for staff and managers taking part in Personal Development Reviews (PDR), to help ensure that these conversations can be more effective. Personnel Committee has undertaken a thorough review and has now approved a new set of principles to apply to all staff groups.

The new principles consist of:

- A general overarching statement of the broad principles, emphasising the entitlement of all staff to a regular conversation in which they can, reflect on their successes, ask for and hear constructive feedback, agree appropriate personal and work related goals and any development needs associated with them, and discuss their career aspirations.
- A more detailed statement of principles for PDR for professional and support staff.

- A set of guidelines for career conversations with academic staff.
- A set of principles for research staff is being developed by the Research Staff Steering Committee in the context of the new Concordat to Support the Career Development of Researchers.

New materials to support PDR and similar schemes are available at: <https://pod.admin.ox.ac.uk/pdr>

The POD team is ready to work with departments and faculties to offer guidance and advice on implementing the new principles. POD will also help to identify and develop PDR champions.

Training will be provided for PDR champions/leads and a champions' network will be set up to promote mutual support and learning. Please contact your POD Advisor for more information; contact details are available at <https://pod.admin.ox.ac.uk/contact-us>

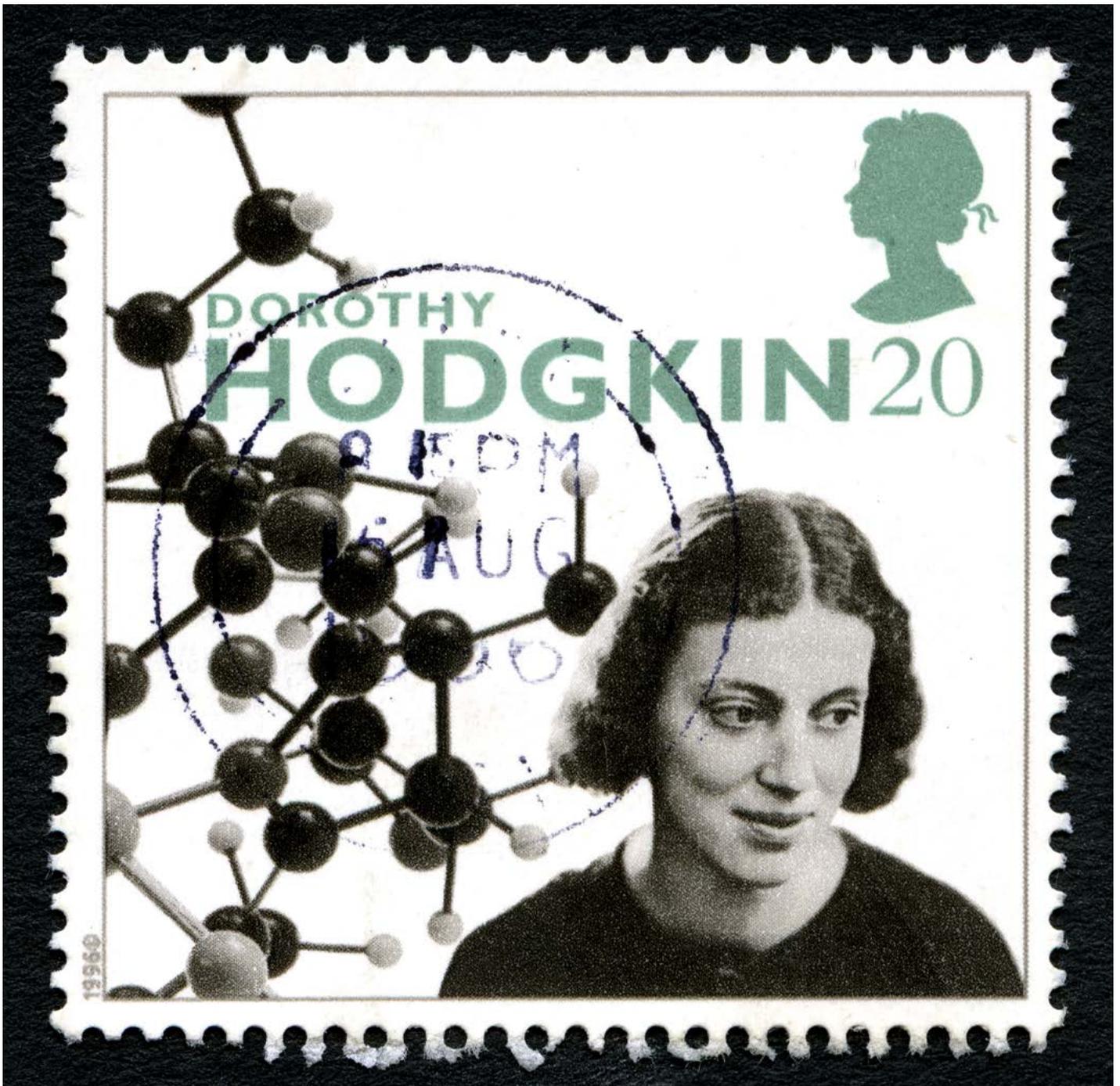


Survey will be distributed via your department later this year. Please ensure that you take a few minutes to have your say. Your feedback is critical for helping the University improve how we work together.

# CELEBRATING OXFORD'S FIRSTS

In 2020, Oxford celebrates the centenary of its first women graduates. We take a look at some of Oxford's firsts with Dr Mariama Ifode-Blease, the University's Head of Outreach Solutions, who discusses the importance of young people identifying with Oxford today, and her work to encourage young people from under-represented groups to see the University as a welcoming and nourishing place

SARAH WHITEBLOOM



“  
**It is really important that young people see people who are like them – see themselves mirrored**  
”

Look at a list of renowned women of the last century and more than a few will have been to Oxford. Alumni include Benazir Bhutto (a prime minister of Pakistan and first woman to head a democratic government in a Muslim majority nation), Dorothy Hodgkin (chemist and first British woman to win a Nobel Prize for science), Olori Kofoworola Ademola (Nigerian educationalist and first black African woman to earn a degree from Oxford) and Dame Josephine Barnes (first female President of the British Medical Association). Nor should we forget both women prime ministers, Margaret Thatcher and Theresa May, and many ground-breaking academics.

As the University celebrates 100 years of women gaining degrees at Oxford, more than half the student body is made up of women. And women are making an impact in roles across the University. The first women are heading what were previously men-only colleges and some senior academic chairs now also have their first women occupants. And women scientists, students and staff have all taken their places in previously male preserves.

But, with so many ‘firsts’, there is still much to be done, according to Dr Mariama Ifode-Blease, the University’s Head of Outreach Solutions.

The first in her family to go to university, Mariama made the transition from a council estate in North West London to Oxford via St Andrews, where she was an undergraduate, and Cambridge, where she took her masters and doctorate. She laughs when she remembers a fellow student at school asking if there were any black people at St Andrews. At the time there were not, but Mariama did not let that deter her.

‘I’ve always felt that whatever work I do should make a positive difference. And I can do that through working with colleagues to attract the brightest and the best, irrespective of background to the University – diversity is excellence,’ she says.

And encouraging young people from under-represented groups to see Oxford as a welcoming and nourishing place, is at the heart of Mariama’s work. She insists that potential is key: ‘Our access and participation plan, and its targets, contribute to the University’s Strategic Plan commitment to attract students with academic potential from across the UK.’

A big part of her role is to make sure



Dr Mariama Ifode-Blease

that the message gets out that Oxford University cares about young people – about their present and their future. She maintains that this means being interested in their past journeys as well. ‘Sometimes it is difficult for potential to rise to the surface.’

She believes the best way to attract talented women and people from every background is for them to see people they can identify with. As part of the University’s outreach, student ambassadors are key to this approach. Mariama emphasises: ‘It is really important that young people see people who are like them – see themselves mirrored.’

When there are no more ‘firsts’, Mariama says, then we can relax. She finds it challenging that there are still some firsts needed and appreciates the people who paved the way for her. At Cambridge, for example, she became the first black woman to be president of her college’s MCR (Middle Common Room for postgraduate students). ‘That probably wouldn’t have been possible,’ she says, ‘without there already having been a first woman president before me. Even then, some people may have thought I didn’t belong – but I won a democratic election and the fellows were fantastically supportive.’

It explains why Mariama is so determined to ensure people know they are welcome at the University, concluding: ‘Oxford offers a key that helps people step into a new world. We want the best possible students here regardless of background, safe in the knowledge that they belong.’

*A series of interviews with women at Oxford will be published on the University’s website in March as part of this year’s centenary celebration of women graduates*

Visit [www.ox.ac.uk/about/oxford-access/outreach](http://www.ox.ac.uk/about/oxford-access/outreach) to find out more about outreach at Oxford

# INTERMISSION

## A glimpse into the lives of members of the University outside their working day

### Back to Hockey

**Steve Pritchard**, Campaign Content Producer,  
Public Affairs Directorate

Working all week as part of the Campaigns team, it's great to get active outdoors through my hobby – coaching hockey. Last year, I was assistant coach to Clifton Robinsons Hockey Club in Bristol, which plays in the top league in the UK: the Investec Women's Hockey Premier League.

We just missed out on the end of season playoffs (the winners qualify for the European league) by one place but we won the cup final at the Olympic Park in London.

There is quite a lot of crossover between my day job and coaching. They both involve distilling detailed or nuanced facts into short, snappy messages. I've also been privileged to work with some top players. If you're not 'on it', they soon tell you.

This year, I'm head coach of the University of Bristol Ladies' team. The commitment to improving has been first class and really keeps me on my toes. I'd recommend hockey to anyone. England Hockey supports a 'Back to Hockey' course, which many clubs run for people who haven't played in a while. I'd also recommend coaching and I've been lucky enough to meet and coach against Olympic medal-winning players, including captain (and now a coach) Kate Richardson-Walsh OBE (as inspiring as she comes across 'on the telly').

There are so many crossover skills into the workplace, including the people and motivational skills to get people to want to improve and work hard. Players can always 'vote with their feet' and choose not to come to your sessions – the ultimate feedback on leadership style.

Find out more at: <http://bit.ly/37UGbRu>



### Tuning in

**Laura Ashby**, Events Manager, Oxford University  
Museum of Natural History

Another late night at the Museum of Natural History... the Edmontosaurus starts ever so slowly to creak into life... Suddenly, music fills the air – I am singing whilst moving the dinosaurs again!

My job involves looking after a huge range of events, from departmental lectures to late-night spectacles. It's a fun and high-energy job, which brings me into contact with people from across the University.

I got into museum work through working in theatre and the arts, after studying for a degree in Music. I started singing in choirs aged 8 and haven't stopped. My hobby takes me all over the world, gives me a huge sense of pleasure and satisfaction – and a great group of friends.

Oxford is an amazing place for a singer to live; every college has a beautiful chapel with a gorgeous acoustic, brilliant musicians study and work here, and the city boasts three of the finest choral foundations in the world (including Christ Church, where I give weekly lessons to the youngest girl choristers). Singing takes me all around the University, performing at graduation ceremonies, college concerts and services at the University Church. Colleagues are used to me popping out to sing at a funeral at lunchtime.

I also take part in workshops for the Saïd Business School. You might not expect to hear renaissance choral music at a business school, but for future CEOs, trying their hand at conducting a choir makes for an interesting lesson in leadership of a team.

So if when walking up Parks Road at night you hear distant music and the rumble of showcase wheels, you'll know it's me singing as I re-set the dinosaurs after a late event.

## Civil Funeral Celebrant

**Nicki Choules-Rowe**, Alumni Relations Manager, Oxford Medical Alumni



At the age of 50 and with my family becoming more independent, I wanted a creative and fulfilling way to use my spare time. I kept coming back to funerals and realised that my personal qualities and skills were a good fit for working as a civil funeral celebrant. I now combine my University job with working one day a week as a celebrant.

The Institute of Civil Funerals defines a civil funeral as 'A funeral driven by the wishes, beliefs and values of the deceased and their family, not by the beliefs and ideology of the person conducting the funeral'. Families choose what to include, most opting for poetry, music, readings, tributes and eulogies, and quiet reflection. A civil funeral may contain a hymn or

prayers, but I usually conduct ceremonies with few or no religious elements.

Being an independent celebrant means families can contact me directly. I also work with local funeral directors who are happy to recommend me. I meet the family to offer support and discuss ideas for the ceremony, encouraging them to talk about the deceased. People often remark that recalling their loved one's life is cathartic. I use the information provided to write a personalised funeral.

Why do I do this job – isn't it just too sad? The first funeral I ever conducted was my grandmother's: it was my choice to help my family by doing one last thing for my Nan on behalf of everyone who loved her. Helping others remains my main motivation. It is a huge privilege to be asked into a family's space during the personal and emotional time following a bereavement. I value that privilege very highly.

Visit Nicki's website: [www.nickichoulesrowe.com](http://www.nickichoulesrowe.com)

## Gardening Matters

**Dawn Hinsley**, News and Information Officer, Public Affairs Directorate



Some of my earliest memories include being in the garden as a child, playing among all the wonderful fruit, veg and flowers my father has always grown in abundance. It's not surprising I inherited his love of gardening and discovered my own green fingers. In recent years I have become increasingly interested in how gardening can benefit and maintain good mental health.

For several years I've been running a project called Aurora Gardening through social media and blogging. The first objective is simply to encourage as many individuals as possible to get out and enjoy gardening – get outside and have some fun.

But increasingly, the second objective has been to help individuals exploit and

maximise the benefits gardening offers to mental wellbeing. The wonderful thing about gardening is that it engages all the senses, each one a potent mood changer. Smell, touch, sight, sound and taste are all on offer to influence how you feel. But how often do you really pay attention to the messages your fingertips, eyes and nostrils send to your brain while you are gardening?

One simple example would be thinking about how you respond to certain colours. Are you energised by the colour red or do you feel the stress of your day melt away at the sight of a cluster of Forget-me-Nots? Then surround yourself with colours in your outdoor space that help improve your mood at the end of a working day.

Find Dawn on Facebook: [www.facebook.com/auroragardening1](https://www.facebook.com/auroragardening1)

# RESEARCH ROUND-UP

**Oxford is renowned for its research excellence. Our work enhances the lives of millions, solving real-world problems through an extensive network of partnerships and collaborations. Here are just a few recent studies attracting interest across the globe**



## Are plant-based diets healthy for you and the planet?

What do healthy foods and sustainable foods have in common? A lot of them are vegan, according to recent research from Minnesota University and the Oxford's LEAP (Livestock, Environment and People) Project. The team crunched a large amount of data from a number of studies to explore the impact of different diets on both people and the environment over their lifetime. They looked at a variety of factors, from correlations with heart disease and mortality to total greenhouse gas emissions, land use and pollution.

They found very strong evidence that a diet rich in fruit, vegetables, beans, whole grains and nuts hits the sweet spot between being both human and environmentally friendly. There is good news for pescatarians too as fish have only a moderate impact on the planet and are very healthy. Meanwhile, red meat is the big loser with high costs to both the climate and health.

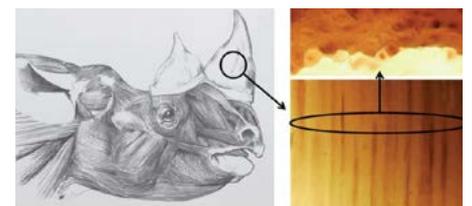
Find out more: [www.ox.ac.uk/news/2019-10-29-plant-based-foods-are-good-both-health-and-environment](http://www.ox.ac.uk/news/2019-10-29-plant-based-foods-are-good-both-health-and-environment)

## Good enough to fool a poacher?

Rhinos, long hunted for the supposed medicinal properties of their horns, may find relief from an unlikely source. Researchers at Oxford and Fudan University, Shanghai, have invented a way to make fake rhino horns out of horse hair. The hope is that these fakes would be good enough to fool buyers and drive rhino poachers out of the market.

The fake rhino horns are made possible to create by the unique make-up of rhino horns. Rather than being a traditional horn, it is actually densely packed hair that is glued together by a gland in the rhino's nose. To make something near-identical, scientists use hair from a similar animal (horses are a close relation) and then make a special glue out of silk. In terms of chemical structure and composition, it is remarkably hard to tell apart a real rhino horn from a fake one.

Find out more: [www.ox.ac.uk/news/2019-11-08-creating-fake-rhino-horn-horse-hair-help-save-endangered-rhino](http://www.ox.ac.uk/news/2019-11-08-creating-fake-rhino-horn-horse-hair-help-save-endangered-rhino)



## Should we recreate the 'mammoth steppe' in the Arctic?

Rewilding the Arctic with animals such as horses and bison could protect the permafrost, according to new research. Proposals suggest that if animals were introduced to three large areas, then it could keep 72,000 extra tonnes of carbon in the ground each year.

In a process called 'megafaunal ecosystem engineering', the animals would help return the tundra to grassland, which is more protective

of permafrost and would increase carbon capture in the soil. This kind of eco-engineering has already shown promising results in north-east Russia. It looks as though it could form a novel, nature-based and cost-effective way to help address climate challenges.

Find out more: [www.ox.ac.uk/news/2020-01-27-rewilding-arctic-could-stop-permafrost-thaw-and-reduce-climate-change-risks](http://www.ox.ac.uk/news/2020-01-27-rewilding-arctic-could-stop-permafrost-thaw-and-reduce-climate-change-risks)



### Could football super-fans be dangerously stressed out?

When you think about the dangers of football, you probably consider pulled muscles, torn ligaments, maybe even broken bones (or the occasional rowdy crowd). What you probably don't expect is that being a fan could result in harmful levels of stress. Researchers measured the levels of 'fight or flight' hormone cortisol in fans' saliva at the 2014 World Cup in Brazil. Comparing the results from before, during and after the match, they found that fans experiencing a close bond to their team had the greatest surge in stress.

While a little cortisol isn't a bad thing (it helps you deal with stress), in large and sustained doses it can cause problems. If fans are regularly overly stressed, they could experience high blood pressure, weight gain, poor immune system, or even increased risk of heart disease. With Euro 2020 just around the corner, this research is a well-timed reminder for football fans to take some time for calm and mindfulness.

Find out more: [www.ox.ac.uk/news/2020-01-24-hardcore-football-fans-experience-intense-levels-physical-stress-during-matches](http://www.ox.ac.uk/news/2020-01-24-hardcore-football-fans-experience-intense-levels-physical-stress-during-matches)

### Oxford team to begin novel coronavirus vaccine research

A research team at Oxford University's Jenner Institute is involved in clinical testing of a novel coronavirus vaccine candidate. The Jenner Institute at the University of Oxford has agreed a contract with Italian manufacturer Advent Srl to produce the first batch of a novel coronavirus vaccine for clinical testing. The vaccine 'seed stock' is currently being produced at the University's Clinical Biomanufacturing Facility, and will be transferred to Advent, which will initially produce 1,000 doses for the first clinical trials of the vaccine.

The Jenner Institute has also been working on a vaccine against another coronavirus, Middle East Respiratory Syndrome (MERS), which has been shown to induce strong immune responses against MERS after a single dose of the vaccine in the first clinical trial which took place in Oxford. A second clinical trial of the MERS vaccine is underway in Saudi Arabia, which is where most MERS cases have occurred. The same approach to making the vaccine is being taken for the novel coronavirus vaccine.

The vaccines are produced using a safe version of an adenovirus; another

virus that can cause a common cold-like illness. The adenovirus has been modified so that it cannot reproduce within the body, and the genetic code to provide instructions for making the coronavirus Spike protein has been added, enabling the adenovirus to produce this protein after vaccination. That results in the formation of antibodies to the Spike protein, which is found on the surface of coronaviruses. In someone who has been vaccinated, antibodies to the Spike can bind to the coronavirus and stop it from causing an infection.

Find out more: [www.ox.ac.uk/news/2020-02-07-oxford-team-begin-novel-coronavirus-vaccine-research](http://www.ox.ac.uk/news/2020-02-07-oxford-team-begin-novel-coronavirus-vaccine-research)



# NEWS



## Update on Parks College

The new graduate college, Parks College, currently has two main focuses: delivering the building project on time and budget, and preparing for opening its first admissions round in September.

The planning application for the refurbishment of the Radcliffe Science Library will be submitted in March, with the building contractors due to take over the site in mid-April 2020. The early works to undertake essential waterproofing of the basement begin in the spring, with the main works scheduled to start in the summer and be complete by autumn 2021. The neighbouring museums will remain open as usual but temporary diversions may be in place for cyclists and pedestrians at various times during the construction works.

The college is currently undergoing a recruitment process for up to 22 fellows to join its community over the coming year. In February, the college celebrated its first successful grant application for joint work by college fellows. This is for a pilot study to develop a new smartphone app to help clinicians diagnose pneumonia among children in Africa. The college is also teaming up with the Museum of Natural History to hold an information and activity stall at the Iris Festival of the Future (26 March 2020), as one of its first public engagement events.

For more information about this project, please visit: [www.ox.ac.uk/parkscollege](http://www.ox.ac.uk/parkscollege)

## Wytham Woods Chalet

Getting away from it all could be a lot closer than you think. A former hunting lodge deep in the heart of Wytham Woods (just outside the ring road) is available for small groups and individuals. The chalet is ideal, whether you want to stay for a few days, hold an away-day that really is away from it all, or experience a forest adventure. This is a rare opportunity to take advantage of the recently-refurbished chalet and excellent facilities. Guided walks, demonstrations or speaker events in this inspirational setting can be arranged. Seminar rooms cost £150–£200 a day and there is a £10 per person bunk room charge.

[www.wythamwoods.ox.ac.uk/hiring-our-space](http://www.wythamwoods.ox.ac.uk/hiring-our-space)



## Oxford moves up Stonewall's Workplace Equality Index

Oxford University has been named as one of the UK's most inclusive employers for lesbian, bisexual, gay and transgender staff (LGBT). Stonewall is the definitive benchmarking tool for employers to measure their progress on lesbian, gay, bi and trans inclusion in the workplace. The University entered Stonewall's index for the first time in 2019, earning a position at 93. This year Oxford has moved 17 places up the list, to 76.

[www.ox.ac.uk/news/2020-02-10-oxford-places-100-best-lgbt-inclusive-workplaces-two-years-row](http://www.ox.ac.uk/news/2020-02-10-oxford-places-100-best-lgbt-inclusive-workplaces-two-years-row)



Secondments offer a chance to try something different

## Secondments

Opportunities are on offer to work in another department within the University, as part of the secondment programme. As long as you have line management approval, you can apply for a range of roles throughout Oxford, including museums, libraries and offices.

Secondments offer a chance to try something different and to also expand your skill set and develop your career. Keep a look out for opportunities across the University.

[www.jobs.ox.ac.uk/secondments](http://www.jobs.ox.ac.uk/secondments)

## Award for Oxford's sexual violence support service

Innovative and sector leading – that's how the University Sexual Harassment & Violence Support Service was described recently in a national awards ceremony. The comments were made by the judges, as the service received a high commendation in the 2019 LimeLight Awards. Further honours came as the service lead, Pete Mandeville, was awarded the prize for outstanding achievement. These are highly-significant accolades for the student support team, which was only launched in October 2018 and which now comprises six staff and an independent adviser.

<https://staff.admin.ox.ac.uk/article/universitys-sexual-harassment>



## Architect appointed for Schwarzman Centre for the Humanities

Hopkins Architects has been appointed to design the Stephen A Schwarzman Centre for the Humanities. The building will give Oxford's Humanities a new home with state-of-the-art academic, exhibition and performance spaces, a dedicated hub for engagement with schools, a new Institute for Ethics in AI, a new Humanities Library, and much-needed space for Humanities graduate students and researchers. The Centre, which was made possible by a landmark £150 million gift from philanthropist and businessman Stephen A Schwarzman, will be situated on the University's Radcliffe Observatory Quarter site, near the Woodstock Road.

In the coming months, architects will meet regularly with our students and staff to develop an initial design for the building. Later in the year, the design will be presented to the public for feedback before being sent to Oxford City Council to consider. Subject to planning permission, it is hoped that the building will open in the academic year 2024–25.

[www.schwarzmancentre.ox.ac.uk](http://www.schwarzmancentre.ox.ac.uk)

# NEWS



## Vice-Chancellor's Education Awards



### Launch of the Vice-Chancellor's Education Awards

New for 2020, these awards celebrate high-quality education across the collegiate University, recognising innovative approaches to teaching, and the steps being taken to further Oxford's exceptional educational experience.

Entries are open to teams involved in teaching and supporting education at Oxford, including all those who teach, as well as professional services and support staff, graduate students, and early career academics.

The deadline for entries is 2pm on 18 March. The winners will be announced at

the Vice-Chancellor's Education Awards on 10 June at Pembroke hosted by the PVC Education, with the Vice-Chancellor in attendance.

<https://ctl.ox.ac.uk/vice-chancellors-education-awards>

### Oxford Literary Festival 20% off for staff

The *FT Weekend's* Literary Festival is taking place in Oxford between 27 March and 5 April. Dozens of events, talks and discussions will be taking place throughout the city with leading academics, well-known authors, politicians and commentators. Staff and members of the University can take advantage of a 20 per cent discount off all festival talks.

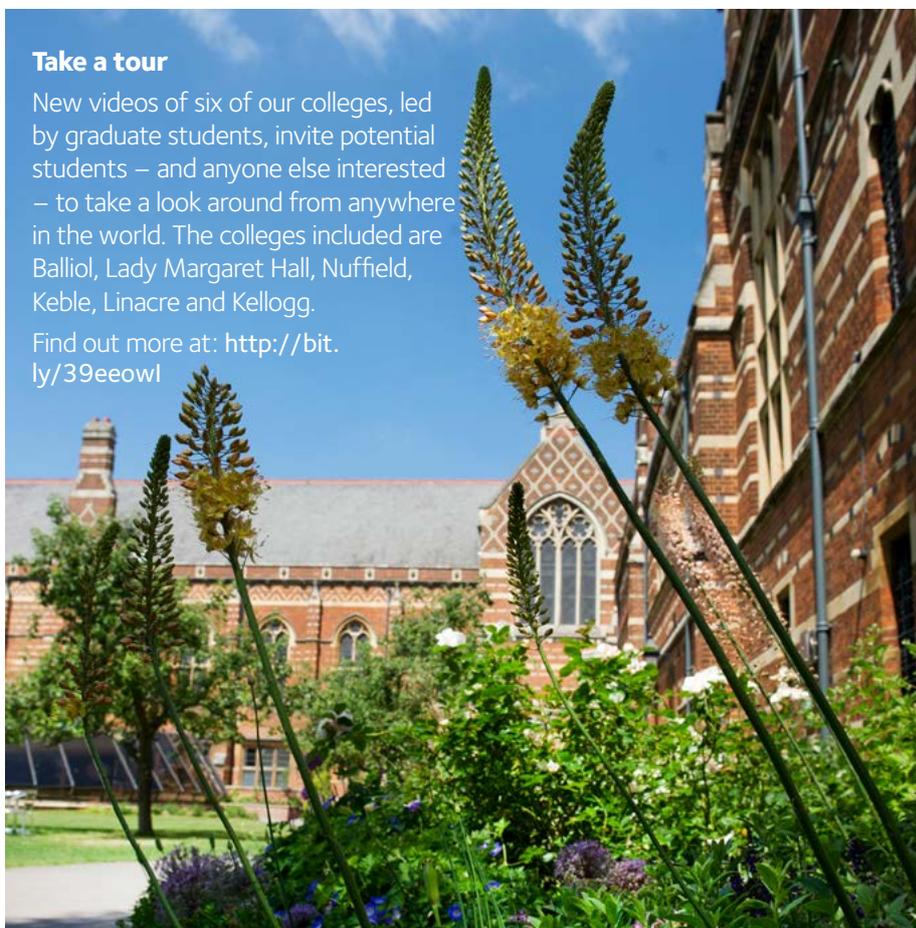
<https://staff.web.ox.ac.uk/article/ft-weekend-oxford-literary-festival-20-staff-discount-and-ticket-prize-draw>

# FT Weekend OXFORD LITERARY FESTIVAL

### Take a tour

New videos of six of our colleges, led by graduate students, invite potential students – and anyone else interested – to take a look around from anywhere in the world. The colleges included are Balliol, Lady Margaret Hall, Nuffield, Keble, Linacre and Kellogg.

Find out more at: <http://bit.ly/39eeowl>



# OUR NEW ENVIRONMENTAL SUSTAINABILITY STRATEGY CONSULTATION



## Update from the Environmental Sustainability team

### The Vice-Chancellor highlighted the challenges the climate crisis poses for the University as a world-leading institution in her 2019 Oration.

While she acknowledged the work already being done at the University to reduce carbon emissions and engage with students and staff through programmes such as Green Impact, the Vice-Chancellor called for an ambitious new strategic direction on sustainability.

### What can the University do better? How can we address such a huge challenge?

A group of leading academics and staff tried to provide an answer at a roundtable event in November last year. This discussion has continued ever since, expanding into the early drafts of a new strategy that will push the University policies to go further and do better on sustainability.

These decisions are not easy. Our options are constrained on all sides – by budget,

by the limits of what we can do with old, and often listed, buildings, by the need to build consensus and by other competing priorities.

There is also an awareness that the University's environmental responsibilities go far beyond carbon emissions and into areas such as biodiversity and food, and work is ongoing to find an approach that will balance all these considerations.

The Environmental Sustainability Strategy Working Group is chaired by Dr David Prout, Pro-Vice-Chancellor (Planning and Resources). He notes that the University has had some radical environmental policies in place for many years, and that we are performing better than many universities, while acknowledging that this still is not enough.

'There's been a recent sea change in attitudes towards sustainability, with many more people willing to accept that they need to do more to help the environment,' Dr Prout explains. 'We want to be more ambitious, and aim to make a greater difference.'

'Very importantly, we want to hear from people across the University about their thoughts on sustainability, and we're planning a wide-scale consultation to help feed into the new strategy.'

### Have your say

Your input is needed to help develop the University's first Environmental Sustainability Strategy.

The online consultation takes place across the University from 2 March–14 April 2020 with all staff and students invited to respond to the strategy consultation at: <http://sustainability.admin.ox.ac.uk/consultation>.

“  
**At an institutional level, we can examine our own practices and targets and ask if they are enough... Personally, I am not convinced that they are**  
”

Professor Louise Richardson,  
Vice-Chancellor, 2019 Oration



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# REDISPLAYING THE MUSEUM OF NATURAL HISTORY

Scott Billings



Top (clockwise): The Oxford Dodo | The Museum's main court, pictured in 1890 | Specimens being carefully stored until the new showcases are ready for use | Old display cabinets to be replaced with conservation-grade showcases

## Exciting changes are now under way as the Museum embarks on the first major changes to its permanent displays in almost 20 years

Founded in 1860 as the centre for scientific study in Oxford, the Museum of Natural History now holds the University's internationally significant collections of entomological, geological and zoological specimens. Housed in a stunning Pre-Raphaelite-inspired example of neo-Gothic architecture, the Museum's growing collections underpin a broad programme of natural environment research, teaching and public engagement. The specimens, including the Oxfordshire dinosaurs and the famous Oxford Dodo, are now on the move as old display cabinets are removed to make way for new conservation-grade showcases,

FCC Communities Foundation is a not-for-profit business that awards grants for community, conservation and heritage projects from funds donated by FCC Environment through the Landfill Communities Fund and Scottish Landfill Communities Fund

thanks to generous funding from FCC Environment.

The changes are part of the initial phase of longer-term plans to transform the displays in the Museum's stunning main court. Designed in keeping with the historical aesthetic of the Museum, the new showcases will better protect and preserve the specimens on display by providing better environmental conditions than the current cabinets.

New thematic displays, developed as part of a scheme entitled *Life, As We Know It*, will include beautiful presentations of the diversity of life, addressing the importance and fragility of biodiversity and human impact on the environment. Further displays will explore how the biological processes of evolution combine with the geological processes of our dynamic Earth, giving rise to the immense complexity and variety of the natural world.

The original architectural design of the building was directly inspired by the

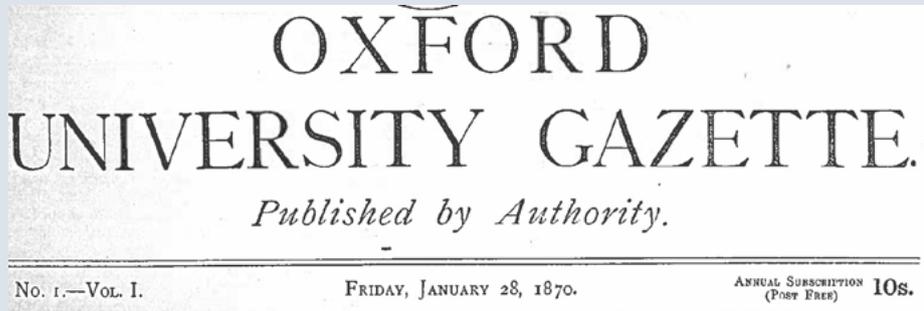
rich complexity of the natural world. Fittingly, under the *Life, As We Know It* scheme, the new displays will reveal how interconnected natural processes have powered endless change over Earth's long history.

The last major redevelopment of the permanent exhibits dates from the early 2000s, when annual visitors numbered around 175,000. The Museum now receives more than 750,000 visitors a year, welcoming people of all ages and interests, and from all parts of the world. The redisplay programme will offer learning and enjoyment for all levels, presented in a fresh and contemporary design.

Throughout the development, the Museum will remain open to visitors, seven days a week, 10am–5pm. Some displays will move or be removed and some areas of the court will be temporarily inaccessible.

The progress of the redisplay project is chronicled on the Museum's blog at <https://morethanadodo.com>. See [www.oumnh.ox.ac.uk/life-as-we-know-it](http://www.oumnh.ox.ac.uk/life-as-we-know-it) for more information.

# THE OXFORD UNIVERSITY GAZETTE CELEBRATES 150TH ANNIVERSARY



**2020 marks the 150th anniversary of the University Gazette, the authorised journal of record of the University of Oxford, which has been published continuously since the issue of ‘Number 1, Volume 1’ in 1870**

The very first *Gazette* carried a ‘Preliminary Notice’ which set out the proposed structure and noted its publication as ‘every Tuesday during Term, and at such other times as the exigencies of University business may require.’

It also advised that the official notices of the *Gazette* would be ‘affixed to the Buttery of every College or Hall and delivered to the several persons within the University to whom the Statutes require such notices to be delivered.’

The *Gazette* was also delivered, free of cost, to every resident member of Congregation and could be supplied to other subscribers at an annual charge of ten shillings.

## How has the Gazette changed?

Although much less of the text is now in Latin, the modern version (now published every Thursday in term) still carries much of the original content that is essential for recording official University business. This includes governance notices, details of lectures and vacancies and a diverse range of notices from across the University.

Classified advertising has decreased greatly in volume, with the early

copies carrying several pages of display promotions. The first issue included advertisements for Whitaker’s Almanack (first printed in 1868 and still produced today, the Almanack comprises articles, lists and tables on a wide range of subjects including education, government departments and health and social issues), a catalogue of Messrs Bagster’s biblical works and a variety of dictionaries. The technical and scientific dictionary was advertised as containing ‘upwards of 2,500 engravings on wood’ for the price of £4.

Also advertised in the first issue was an invitation for the sons of gentlemen to board with Litchfield Grammar School at the cost of 58 guineas a term (a guinea had a nominal face value of around 21 shillings, the equivalent of a pound in today’s money).

## How to subscribe today

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Value of bus passes: **£959k**



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Value of train passes: **£461k**



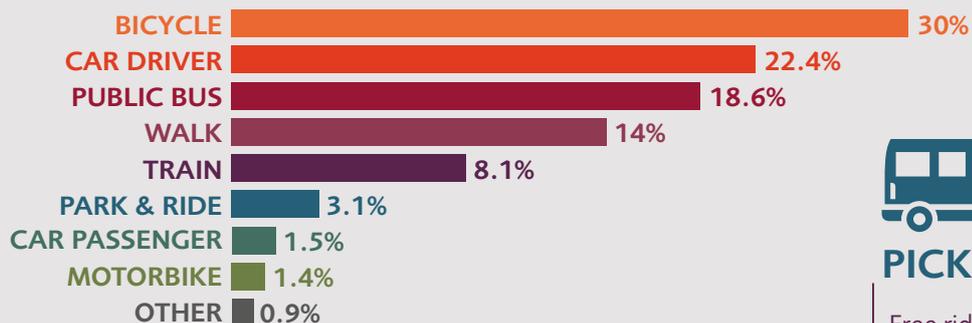
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Car parking peak permits issued: **983**

Car parking income received: **£480k**

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\*Based on 2018-2019 Financial Year