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Old Members and friends of
Balliol who make donations
and support us so generously.
Thank you.**

Visit www.balliol.ox.ac.uk/impact-report-2019

Email us on development.office@balliol.ox.ac.uk

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BALLIOL
COLLEGE
UNIVERSITY OF OXFORD

Your Support Matters

IMPACT REPORT
2019

You are making a difference

Thank you

I hope that you find this report as inspiring as I did. It tells the story of how much difference you have made to the lives of our students and young academics through your extraordinary generosity.



Balliol has a proud tradition of welcoming talented students from diverse backgrounds and from around the world, and enabling them to thrive. Your giving has meant that we can make grants to students in tough financial circumstances, welcome our first Refugee Scholar and give young people experiences in the wider world that will change their lives for ever. Balliol also has an outstanding history of academic excellence, and you can read here about our Career Development Fellows who are enriching the tutorial life of the College while pursuing their cutting-edge research. None of this would have been possible without you and we are immensely grateful.

Dame Helen Ghosh DCB

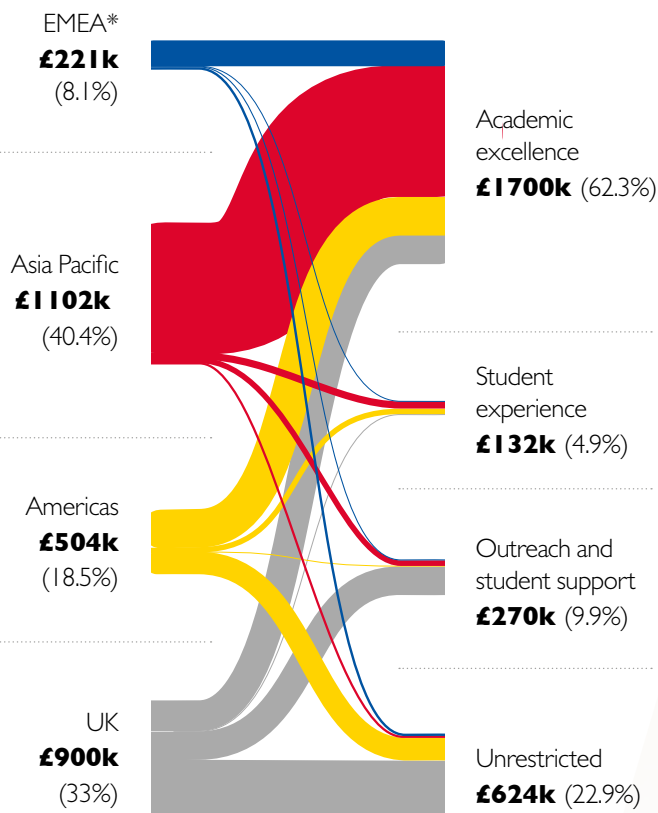
Master

This report is for the academic year 2017/2018 and includes our financial performance for the period August 2017–July 2018. You can find the names of donors who have made gifts of all sizes during the period 1 January to 31 December 2018 listed at www.balliol.ox.ac.uk/impact-report-2019 ↗

New gifts and pledges 2017/18

Where did they come from?

Where did they go?





Highlights of your giving

60%

of alumni have
made donations
to Balliol

£150

average amount
given by donors
this year

Donors from

49

countries made
gifts this year

65%

of donors are
making open-ended
regular gifts

You are ensuring the future of the tutorial system

Since the inception of the Career Development Fellowship (CDF) scheme in 2015, your support has enabled us to appoint six Fellows. These pioneering Fellowships develop future star academics in their chosen fields. The scheme ensures that Balliol students benefit from these stellar minds and protects the future of the tutorial system.

The CDF allows me to teach bright minds and pursue high-quality research within a leading international community of scholars. It is my utmost privilege to follow my students' progress closely, as the tutorial system is not only about their results but also about their fascinating process of thinking and learning.

'I am utterly thankful to the alumni donors who have made my post possible.'

At the same time, I am fortunate to be engaged in an innovative research project, which aims to uncover the songs of the Black African slaves who lived in Spain in the 17th century, and have been mute and understudied for centuries; I have presented findings from it at international conferences, and, in a more informational way, to Balliol undergrads. For all this, I am utterly thankful to the alumni donors who have made my post possible.



Diana Berruezo-Sánchez

Career Development Fellow in Modern Languages

In 2015, the College approached me with an initiative to support early-career academics who were experts in their chosen fields and active in their research but also genuinely excited about undergraduate teaching. The new posts would offer an opportunity that was becoming more rarified in academia and would contribute to the volume and quality of teaching at the College.

Four years on, Balliol has recruited excellent candidates and the new CDFs have had an immediate impact on the amount of high-quality teaching the College can provide in each of their disciplines.



I am happy to support the CDF initiative. It represents a sensible way of strengthening teaching in key areas and at the same time provides a key step for younger academics as they look to develop their careers. A win-win.

Charles Alexander

1975, Engineering Science and Economics

[Read more about the CDF scheme online](#) 



'The Fellowship has allowed me to teach the brightest engineering students and pursue high-impact research.'

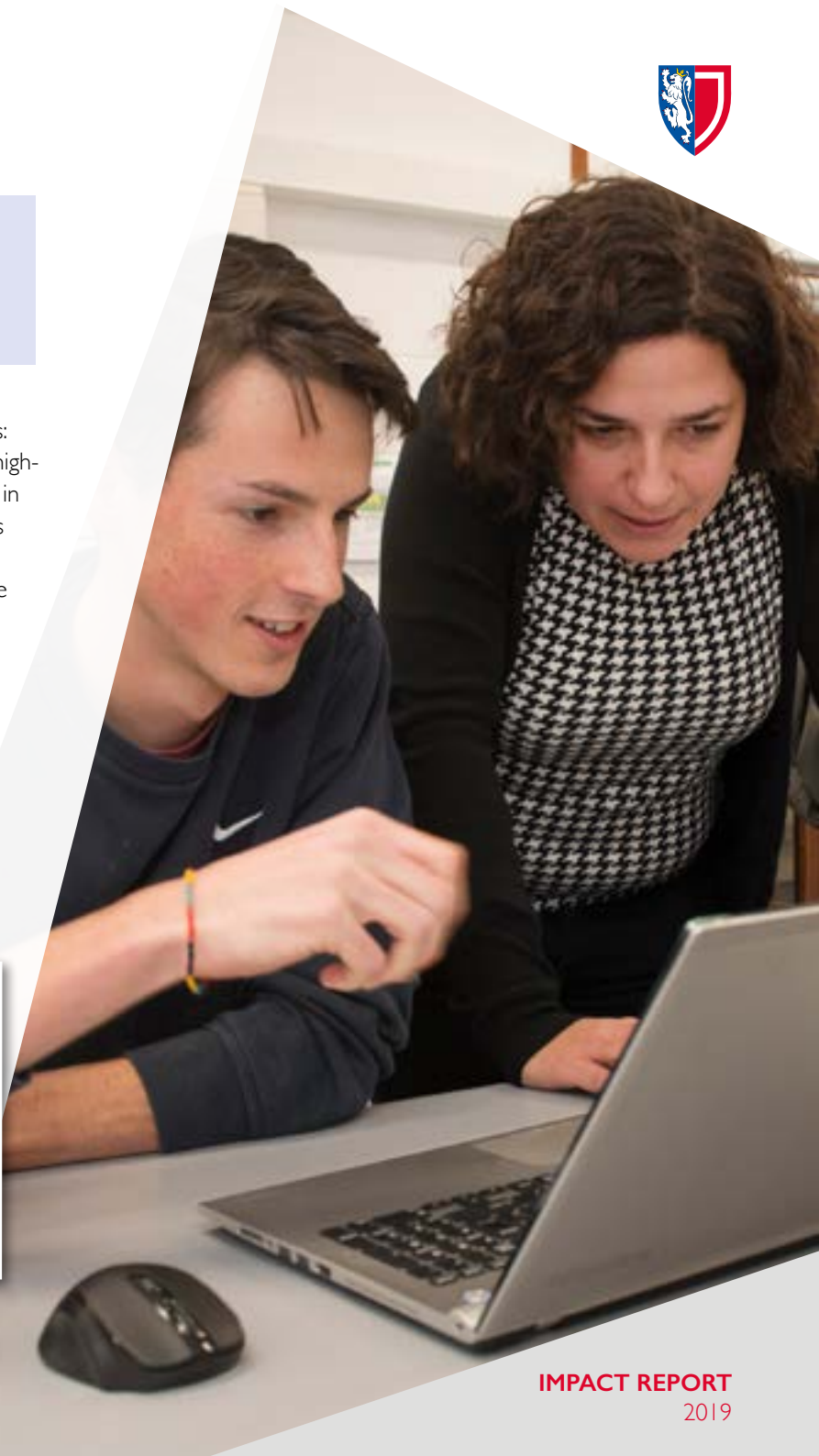
The Fellowship has allowed me to follow my two passions: teaching the brightest engineering students and pursuing high-impact research. With academic and industrial experience in civil and mechanical engineering, I am able to give students real-life examples and applications. My tutorials are very interactive: each student uses the white board to articulate what they find difficult about a topic; the other students and I help define the solution steps and explain relevant concepts. This approach helps the students understand problems, stimulates discussion, and allows everyone to share a sense of achievement.

At the Department of Engineering Science, I have established the Dynamics, Vibration and Uncertainty laboratory, a unique facility that has enabled the development of novel experimental and modelling approaches. Thank you for supporting the CDF scheme!

[Read more online](#) 

Alice Cicirello

*Career Development Fellow
in Engineering Science*



You are supporting students in financial need

Hardship grants and loans are there for all Balliol students when they need our support the most. You ensure that they are relieved from financial pressures and instead can focus on getting the most out of their time here.

My family has had periods of being quite poor; periods of being less poor, but mostly financial instability. In my second year a Student Maintenance Grant and a short-term loan enabled me to put down a rental deposit for a house to 'live out' in and it really helped with living costs too.



Your support has meant not only that I can study at Balliol but that I can be my happiest, healthiest, best self. You know just how much you can flourish at Balliol and how secure and caring an environment it can be if you have the right support. I think it's quite beautiful that former students are part of that support: it shows that the Balliol community never ends. I'm extremely appreciative, and there's a double effect: there's the effect of the support you've provided me with, and then there's the inspiration and the hope it gives me, which motivates me to support students in the future.

[Read more online](#) ↗

Isis Kearney
2016, Mathematics

'Your support has meant not only that I can study at Balliol but that I can be my happiest, healthiest, best self. I'm extremely appreciative.'

I had to give up studying medicine because I fell pregnant. But at 30 I decided I still wanted a degree. I taught myself Italian when my son was small, so I took A-levels in French and Italian and now I'm a mature student reading Modern Languages.

'I would honestly say to Old Members that if it weren't for you I wouldn't be here.'

I would honestly say to Old Members that if it weren't for you I wouldn't be here. The amount I get from the government nowhere near covers what I need. Even though my son goes without, he still needs things – it all adds up. The Student Maintenance Grant has taken the worry away so I can focus on my degree. My being here is very hard on my son, and having the grant means that I can go home at weekends to see him instead of saying 'I'm sorry, I can't afford to come'.

I absolutely love Balliol. Both my tutors are mothers as well as high-flying academics, and that's something to aspire to: it shows that you can have a family and a career.

[Read more online](#) ↗

Anna Irwin
2015, Modern Languages





How does a student get financial support?

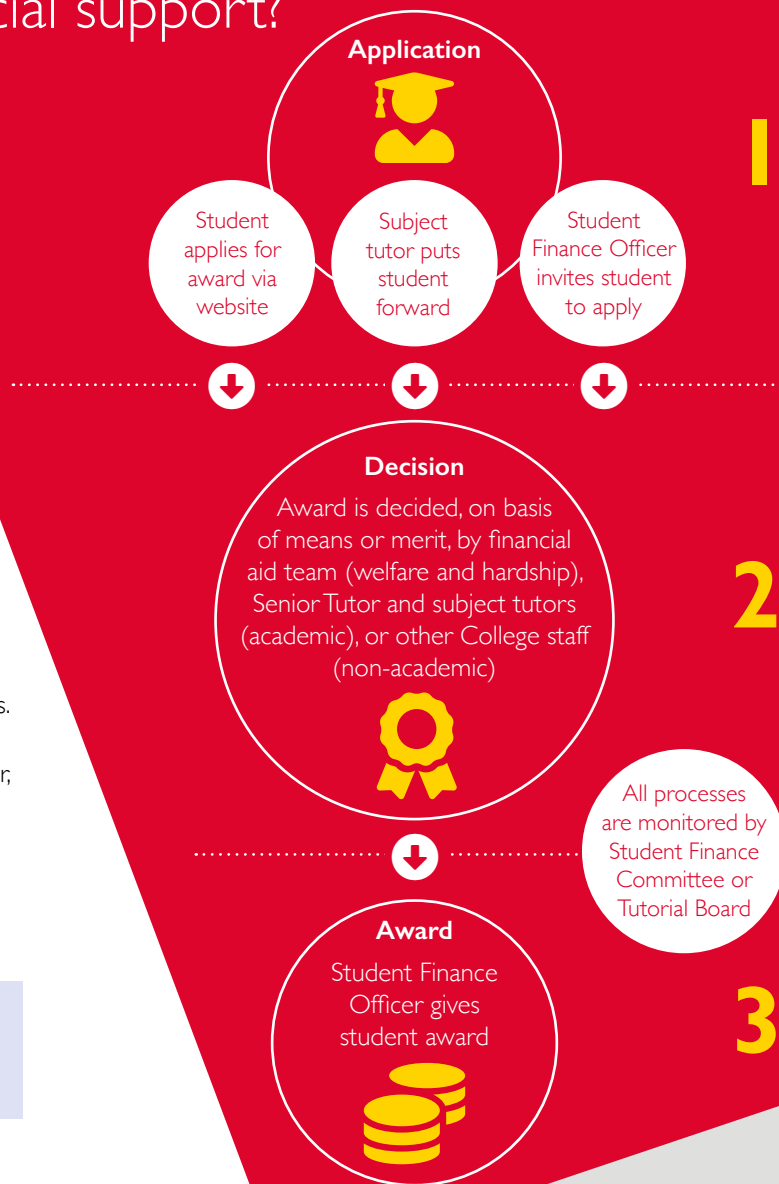
As someone who received a full grant for my education and finished it without any debt, I feel for today's students, who have to fund both their courses and their living costs. For many reasons, such as a modest family background or an unexpected change of circumstance, many of our students struggle to make ends meet.

It's vital that Balliol is able to respond to financial need and I'm hugely grateful to all of you who, by giving generously, allow us to do so. You make a real difference to students' lives.

Through central co-ordination by the Student Finance Officer, termly reporting to committee, and collective decisions with the possibility of discretion where needed, we make the distribution of all financial awards to students as fair, flexible and responsible as possible.

Bruce Kinsey
Chaplain/Wellbeing and Welfare Officer, and Financial Aid Officer

'You make a real difference to students' lives.'



You are enriching students' lives

Your support ensures that all our students can take part in the wide range of opportunities available to them at Oxford, regardless of their financial background. Our grants, often combined with funds from other sources, help students with expenses incurred in the pursuit of activities which they are passionate about, as part of their studies or outside them.

To Japan with the Thelma Holt Shakespeare Tour

Floreat Grant

Our production of Shakespeare's *Twelfth Night*, for which I was Assistant Producer and Stage Manager, was taken on tour in the UK and Japan by West End producer Thelma Holt, CBE. We performed in a West End venue, the Yvonne Arnaud Theatre in Guildford, and stately homes around the UK before touring for 12 days in Japan from Tokyo to Saitama to Kyoto. The tour gave us access to some incredible venues and unbelievable audiences (some performances sold out 500-seat+ auditoriums), while allowing us to practise our craft under Thelma's tutelage. The grant contributed to a wonderful experience, for which I am immensely thankful.



'The grant contributed to a wonderful experience, for which I am immensely thankful.'

Alex Walker
2016, PPE

Tropical forest ecology field course in Borneo

Academic Project Grant

This was an amazing educational experience for me. I got a taste of what it's like to be a field researcher in the tropical rainforest and the challenges that come with working in such an environment. I learnt about several field sampling techniques and had the opportunity to use them in a small project, with supervision from experienced researchers who guided us in our data collection and analysis. The whole experience, especially seeing the damage that logging can do and the huge scale of the oil palm industry, has brought the plight of tropical forests to the forefront of my mind. I am now aware of the threats and challenges that this ecosystem faces.



Zoe Weeks
2016, Biological Sciences

'This was an amazing educational experience for me.'

[Read more stories online](#) 



How you helped students in 2017/18

Research talks in the US on pervasive computing

Academic Project Grant

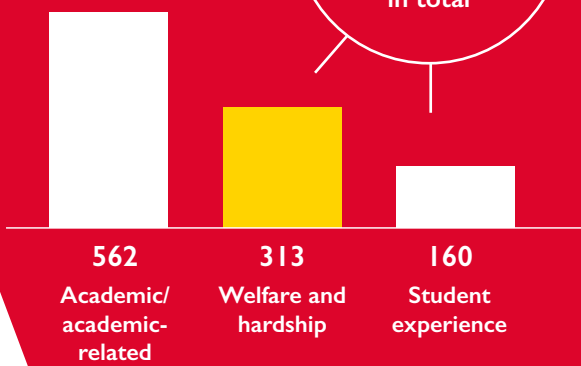
Pervasive computing is a field motivated by the need to embed inconspicuous ambient intelligence targeted at providing services and aiding quality of life. My work focuses on finding ways to introduce new and scalable methods to set up, train and deploy agents in distributed sensor networks. With the grant contributing to my travel costs, I visited George Tech's Centre for Machine Learning and Morehouse College's Culturally Relevant Computing Lab, both of which have developed a reputation in this field, and I delivered talks on communicating recurrent neural networks for resource constrained systems.



My project was a valuable learning experience for me and everyone who attended my talks. I created useful relationships with researchers, which may lead to future collaborations, and I gained ideas for new directions of exploration and research.

Prince Abudu
2016, DPhil
Computer Science

'My project was a valuable learning experience for me.'



You are opening the doors to bright young minds

Back in 2015, in response to the refugee crisis, the JCR and MCR proposed a new campaign: to create a refugee scholarship, reflecting Balliol's long-standing commitment to admitting outstanding students regardless of their background. Thanks to the support of hundreds of Balliol students making gifts of £4 a term, matching funds from the regular support of many Old Members, and the generosity of an anonymous major donor, the first recipient has just taken up his place here.



Nobody would have guessed that some boy with his mum on the way from Syria to England would end up at Oxford. It's been quite a journey. We left Syria in June 2015, and I arrived in the UK in September 2015 after a couple of months going around the world.

I applied to Oxford because it's a great city, and because of the University's reputation. Even before coming to the UK I'd heard of Oxford. I'd always been fairly good at Maths and found it fun: that's why I wanted to do it for four years. When

I got the offer from Balliol, my parents were so proud. My dad, who's a bit of a show-off, would go to the supermarket and say 'my son who is going to Oxford'.

My favourite thing about Oxford is the tutorials: the fact that I sit down with my tutors and talk about maths for a couple of hours. I don't know where else (apart from Cambridge) you'd have the chance to discuss a subject you enjoy with a world-leading expert and just one tutorial partner.

In terms of social life, Balliol's great. I'm making a lot of friends and also doing rowing and rugby. While I'm at Balliol I hope I'll do a bit of volunteering. Other than that, I'm keeping an open mind. It's just great to be at Oxford, because you're presented with so many opportunities.

'I can't ever thank those who gave to the scholarship enough for doing that. It's overwhelming.'

I can't ever thank those who gave to the scholarship enough for doing that. It's overwhelming. I hope I can pay back. I'm speechless.

Sulaiman Wihba

2018, Mathematics

Inaugural holder of the Balliol Students' Scholarship



Giving to the Refugee Scholarship



'Education is a fundamental tool to empowerment, but higher education opportunities are snatched away from refugees, who face great uncertainty about whether they can ever return to study - even the most able students. We were committed to responding to the crisis in the way that we could, and the entire Balliol community was overwhelmingly in support of this initiative from the outset.'

Annie Williamson

2014, MPhil Economics

JCR President 2015/16 and initiator of the Scholarship

Since the start of the campaign in October 2016, 788 students have donated

£12k

80%

of all students make a regular gift of £4 a term to the fund

How the Scholarship is funded each year

£5k

from Old Members' regular gifts to student support

£12k

from an anonymous donor

£5k

from students

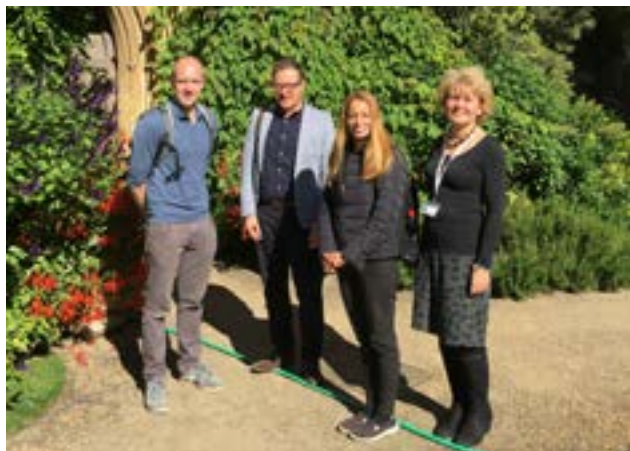
You are raising aspirations in schools

Pravahi Osman, the David Freeman Outreach Officer, came to Balliol after a teaching career that included being a deputy head teacher in an inner London comprehensive school. This experience gives her valuable insight into the issues around access to higher education from the perspective of the schools and students with whom we are trying to connect. By supporting her work, you are helping to raise the aspirations of talented students and encouraging them to apply to Oxford.

'I work with schools around the country, including many where Old Members are teachers. As well as the traditional activities you would expect, such as Open Days, I am very excited to do more to connect with much younger pupils, and to build ongoing relationships with teachers. We could not do this work without your help. Thank you.'

Pravahi Osman

David Freeman Outreach Officer



Sustained relationships

Balliol's Floreat Programme is a year-long academic programme offered to Year 12 students (aged 16–17) from state schools in our 'link region', Hertfordshire. To encourage applications from those most in need of support, our host schools are in Watford, one of the most ethnically diverse areas, and Broxbourne, the area with the most disadvantaged students. The scheme, which provides promising students with the opportunity to engage with Oxford-style teaching through a series of academic seminars at local schools and a residential summer school at Balliol, aims to engage and inspire students while at the same time combating myths about the University and life at Oxford. A record 40 students took part in the 2017/18 programme.

The year 2018 saw the launch of a new pilot project at Balliol, aiming to help to raise student attainment and aspirations by giving teachers academic mentoring and a greater understanding of the Oxford admissions system. During the year-long project, three teachers from schools in our link region will be provided with the help they need to act as ambassadors for Balliol and Oxford within their schools; and they will commit to developing a programme to encourage their students to aspire to higher education. The teachers (left, with Pravahi Osman) have already met a Balliol tutor and will have follow-up mentoring sessions. They have also attended talks by the Tutor for Undergraduate Admissions and the Outreach Officer on the Oxford admissions process and on all the Oxford resources available to schools.



Floreat programme 2017/18



Reaching potential

Our outreach programme aims to raise the aspirations of talented students at an early age; we have widened our school visits programme to include not just sixth-form students but also groups from Years 7–13 (aged 11–18). All school visits to College now include academic content ranging from skills-based sessions with Library staff for students aged 11–14 through to workshops with tutors for students aged 15–16.

'This trip has persuaded me to go to university and has inspired me to try my hardest to get where I want to be.'

Rebecca Griffiths

Year 7, Queens' School, Bushey



College finances Year to 31 July 2018

Against a backdrop of stability in the College's core finances and your generous ongoing support, our main focus for the year to July 2018 was £9m of capital investment: £2m in the College's 10-year refurbishment plan, and £7m in the initial phases of constructing over 200 new student bedrooms at the Master's Field.

Income and expenditure

The College received academic income of £3.3m in fees and grants and £2.7m from room rents and catering. Expenditure of £12m in these areas outstripped income, and covered academic-related activities including tutorial teaching, research, the Career Development Fellowships programme, access initiatives, bursaries and hardship grants, and also making accommodation and catering affordable for students. Once again, this was possible only thanks to income from previously endowed gifts (£2.5m) and generous donations in the year (£2.3m), which together produced a net income of £4.2m after costs, supported by a trading surplus of £0.8m.

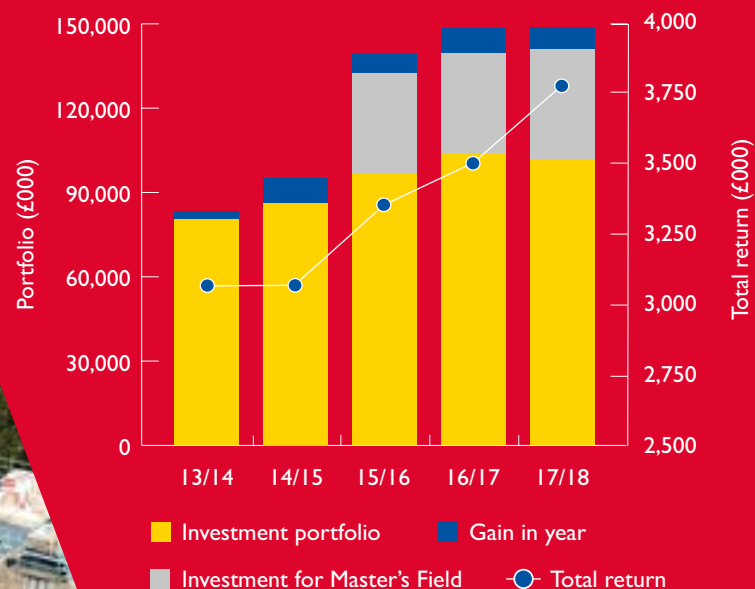
The College's operating finances also met interest costs of the capital raised to build the Master's Field accommodation during the construction phase, before we receive income from it. This resulted in a deficit of £0.8m for the year before investment gains, a position tenable only because of the stability in our finances, thanks to efforts in managing costs by current members of College and crucial ongoing financial support from Old Members and friends.

A more detailed review and commentary is included in Balliol's statutory financial statements which are available to [read online](#)

	Income (£000)	Expenditure (£000)	
Tuition fees, academic grants and rents (Charitable Activities)	6,069	12,001	Academic-related and residential (Charitable Expenditure)
Gifts past and present (Fundraising and Investment)	4,730	480	Costs of raising and investing gifts (Fundraising and Investment)
Conferencing and banqueting (Trading)	2,043	1,210	Conferencing and banqueting (Trading)
	12,842	Total (£000)	13,691



Investment portfolio: growth and total return



Net gains on our investments totalled £7.9m at a 9% return and encompassed distributions of £2.5m on endowed gifts. An external review endorsed our strategy and we implemented its recommendations as advised by our Investments Committee. Having invested the proceeds of our bond, issued in 2015, in low-risk investments matched to the requirements of the Master's Field development, we drew against these to fund the first phase.