

the Pembrokian



Issue 46, Summer 2021



Renewal & Reinvention

Upcoming Events

It is once again regrettable that we had to postpone a number of Gaudies and other events due to the COVID-10 pandemic. However, it has given us an opportunity to develop a wide range of events online that can be enjoyed by alumni and friends around the world. Even as we slowly begin planning for our usual range of in-person events, we promise you that we will continue to serve our virtual audience as well.

Michael Heseltine: 'A world turned upside down' 18th November 2021

Honorary Fellow and alumnus Lord Heseltine (1951) will visit College to deliver a guest lecture. The former UK Deputy Prime Minister and self-made businessman will reflect on recent events and the situation facing us now. We hope to livestream this event so follow our social media to make sure you don't miss out.

Carol Service

December date to be advised.

This year's Carol Service will be once gain available via a live stream and, possibly, a small number will be able to attend in-person if restrictions allow.

[Pembroke Connects](#) is a monthly publication and website resource which is emailed to all interested alumni. Included are also [links](#) to more video content, blogs, how to seminars, concerts, memories, and volunteer opportunities. [Pembroke News](#) has all the latest College News and is updated most days with new content.

Previous Events

We have run nearly 30 virtual events for alumni during the last year many of which were filmed and are available at Pembroke Connects and Pembroke News. These have included panel discussions, the Horizons research series from the Fellows, music, and much more. Many are still available through Pembroke Connects, including these highlights:



US Post Election Discussion

In November 2020 over 500 alumni, students, staff, and friends from around the world joined this lively discussion moderated by BBC presenter Tanya Beckett (MEng Materials Science, 1984) pictured above. The distinguished panel included independent Maine Senator Angus King, Ambassador Philip Lader, and others. The discussion was recorded and can be viewed at [Pembroke Connects](#).



Pembroke College Carol Service

In December for the first time the Pembroke Carol Service was streamed online. This turned out to be probably the biggest alumni event the College has run with over a 1000 people from around the world viewing the service at the time and another 900 since. Approximately £70,000 was raised for student hardship from voluntary donations made when guests booked for the event, and as a result of a subsequent mailing. If you would like to view the service it can be viewed at [Pembroke Connects](#).

Justice in a Crisis: Blackstone Lecture 2021

In January this year's [Blackstone Lecture](#), was delivered by the Master the Rt Hon Sir Ernest Ryder and sponsored by Atkin Chambers, was held virtually via YouTube. The lecture, titled 'Justice in a Crisis' addressed the functioning of the judicial system in the context of an increasing legal backlog due to the coronavirus pandemic. Sir Ernest considered the role of the judiciary in its own reform and recovery, issues of increasingly difficult access to justice, and how the law has responded in previous major crises.

'Democracy in Crisis'

May saw Pembroke hosting another online discussion, titled '[Democracy in Crisis](#).' Nearly 800 people viewed the event. The panel included the official Pembroke Visitor and University Chancellor, Lord Patten as well as alumni Lord Heseltine, Member of the House of Lords (Pembroke 1951); Ambassador Dr. Monica Juma, Defence Cabinet Secretary, Republic of Kenya (Pembroke 1995); and Professor Graham Allison of Harvard University (Hertford 1962). The discussion was once again moderated by Pembroke alumna and BBC Journalist Tanya Beckett (1984).



Treasures of the Library and of the Archives

In June, Laura Cracknell, Pembroke College's Librarian, provided an informative and enjoyable overview of some of the College's most precious antiquarian books and documents including the College Charter (above). This was followed up by another providing an overview of the most significant items with the College's archive collection. Full replays of both talks are available at [Pembroke Connects](#).

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Letter from the Editor



The theme for this issue of the Pembrokian is Renewal and Reinvention. It has been an extraordinary year for us all in different ways, and with the world beginning to reopen, this is the perfect time to revitalise the way things are done. On Page 5 the Master, Sir Ernest Ryder, reflects on Pembroke's experience during the pandemic and how we are rejuvenating our community for the new academic year. We have certainly learned how to pivot our support for students to meet changing circumstances, so as we welcome Freshers again we are ready to provide the best experience possible however the year plays out.

I have been delighted to be able to talk to huge numbers of alumni all over the world this past year. You are a diverse and profoundly interesting group of people! During lockdown with all its challenges so many of you took time to engage with College and contribute ideas for our future. It was also enormously energising to bring together our 60 Alumni Ambassadors from across the world for our September virtual conference. Our Alumni Ambassadors are helping us to reintroduce 'real-life' events across the world. We will continue to make the most of our learning about online and hybrid events too, so that we can remain connected to alumni near and far on a regular basis.

Meanwhile, this issue of the Pembrokian brings you examples of rejuvenation and reinvention from across the College community. On Page 7 Professor Adrian Gregory reflects on changes to teaching in Oxford, and on Page 9 several alumni share their own stories of career reinvention. There is more information about our new approach to alumni relations (Page 8) and a snapshot of our recently launched and revitalised College website (Page 11).

Whilst Oxford is immersed in tradition, much of which brings with it great pride, we are clear at Pembroke that we must engage with renewal and reinvention if we are to continue to provide a world class environment for our students and academics, and to enable them to contribute to the wealth of knowledge in the world. As we look forward to Pembroke's 400 year anniversary in 2024 (and the past year is one definitely for the College History book), we are excited to continue learning and evolving in order to fulfil our core purpose: to serve the common good through the provision of education and the promotion of scholarship and research.

Andrew Mitchell

Deputy Director Alumni Engagement



The College's Coat of Arms from
the 1699 Benefactor's Book.



Looking to the Future

Sir Ernest Ryder

The theme in college this summer is renewal. It is a process but also a very personal and collaborative endeavour. Renewal is hugely important - both in practical terms, and emotionally as a community. It is key to our future success.

Renewal involves everyone; the staff who have run the College's operations for us, despite the personal risks they faced, the academics who have re-written their courses so that online teaching can be as good as face-to-face tutorials; the students who have loyally collaborated with all of our guidance, no matter what the Government and the pandemic have required; and the alumni who have signed up for our online events, mentoring, and ambassadorial functions in droves - more than ever before. We have identified real leaders of people in this process, and that makes me proud of an institution that can do that in extraordinary circumstances.

And what an extraordinary year we have had. At times there were fewer than 100 students in residence during term time, and in vacations our team looked after those who were unable to leave, especially those from overseas. Those on site have lived within small "households", there have been face coverings, hand sanitiser stations aplenty, and online-only events. Even Staircase Kitchens had to be closed until Easter. A far cry from the student experience they may have expected when filling in their UCAS form.

In the face of it all was the indomitable Pembroke spirit. The Hall and College Library became new communities of willing. Our chefs, stewards, and librarians have become local heroes, sending treats of special desserts and selections of novels to those confined to their staircases for periods of isolation. We had Christmas lunch in Hall - officially the first ever. Our Kitchen brigades fed 80,000 meals to the homeless in Oxford, and were commended for their work. Our Lodge and events team have managed staircase isolation and overseas quarantine, take away service, and shopping for all manner of individual circumstances and needs.

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Our students have run their activities online, to include those who remain at home. Their Presidents, Officers, and Welfare supporters in particular deserve a mention in despatches. They have collaborated in everything. Every few weeks we had to issue new guidance and change the way we worked. And yet there have been no protests here, only adult risk assessments,

continuing attempts at good humour, and the lowest level of sanction I have heard of anywhere. We coined the phrase 'Be Pembroke' for our community, and it happened.

Through the generosity of alumni donors we supported those individuals in our community who encountered financial hardship, giving more to help both graduate and undergraduate than ever before. At one stage we had both decision-making panels to permit people to return and finance panels to fund them, working side by side. Some researchers and students had their monies withdrawn by their sponsors but none have had to leave us. Staff were furloughed in rotation but paid 100% of their salary thanks to the response to the appeal that we made. Pembroke really did care.

And so to renewal, our planning for and rebuilding after Covid; in part recovery, and in part innovation. We prepare for Michaelmas Term with cautious optimism that vaccines and basic safety measures will allow us to mix once again in groups. To build new relationships, explore new ideas, forge new academic collaborations, and enjoy one another's company again. The rhythm of College life will pick up pace as our academic engagement comes out from behind our computer screens and back into tutorial rooms, the dining Hall and our quads.



Left, the Leavers 2021 Dinner in June, right Dr Ana Namburete, above right JCR Welfare Representatives.

Having said that, we will be taking what we have learned through the various lockdowns into the future with us. The global connectivity that is now common place is to be valued and explored in future years, both in terms of engaging with our alumni community and facilitating academic collaboration. Recording and sharing key moments in our year such as the Carol Concert and distinguished lectures ensures that our broader community can benefit from activities taking place within our ancient walls in Oxford. These things are to be applauded and carried forward.

There will be new faces to meet – the Governing Body this autumn will welcome Dr Ana Namburete as our newest member, the first holder of our Rokos Fellowship in Computer Science and lead tutor on two undergraduate courses being added to our offering from 2022: Computer Science and Maths and Computer Science. Ana joins a growing group of Pembroke academics who specialise in the development and application of machine learning to all aspects of life – in Ana’s case, the use of algorithms to collate and analyse neurosonographic data. We are enormously grateful to alumnus and Foundation Fellow Chris Rokos for making this possible.



At the same time, we are in the process of appointing seven new Junior Research Fellows, early career academics who will bring a wide range of new interests to our midst. Thanks to recent funding from an alumnus we have offered a post in Black British Studies for the first time and are delighted to welcome Chantelle Lewis to take this up. As she arrives at Pembroke, one of our recent alumni, Dr Michael Joseph, takes up the first Black British History Lectureship at the Cambridge University Faculty of History – we congratulate him on his appointment. We are grateful to alumna Angela Daniels for



taking on the Chair of our Black Pembroke group – an initiative to review and improve the experiences of black applicants and students, as well as identifying new ways to reach disadvantaged pupils with the talent and commitment to flourish here. The honest reflections of a number of current students and young alumni are playing a crucial part in this effort.

Many students at the moment feel they are the lost generation, but our alumni are helping to change that: volunteering and advising, mentoring through Pembroke Links, and offering work placements that are now vital to our students and their futures.

We have stepped up our efforts in alumni engagement, setting up an ambassador network, presently more than 60 in number, that aims to reach each part of the world, each of our specialist subjects and the different generations of Pembrokeians. Thank you if you have offered to help. Pembroke 10 looks after those who have graduated in the last 10 years. Alumni events have had to go online, but attendance has increased more than 200%. Guest panel interviews, a US Election Special, careers discussions, the Carol Concert, a debate on the future of democracy, and the Blackstone Lecture have had thousands of hits on the website.

next year. New conference business has already been identified and our 10-year financial plan will see us back in surplus on an annual basis in 2023. One of our major donors has configured his gift to help relieve the indebtedness caused by the loss of conference income this past year, and at the same time matching other donors, so that we have been able to encourage others to support their college.

We have continued with our project to redevelop the Sir Geoffrey Arthur Building, adding some 80 additional bedrooms for graduate students and four flats for academics arriving in Oxford in need of housing. This substantial improvement in our domestic offering for our academic community is due to complete in time for the beginning of the 2022-23 academic year.

Looking further to the future, the Governing Body is now considering its strategy up to and beyond our 400th anniversary in 2024. We have a strong group of committed Fellows working hard to identify the best way to take Pembroke into its next century. There is real ambition and excitement and I look forward to being able to share plans with our alumni in due course. Success will rest with all of us. This is a joint endeavour, a true community.

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After engagement, and hard on its heels, we have to tackle the deficit created by Covid. We have planned for austerity this

Changes to Teaching in Oxford

Adrian Gregory



What is our teaching for?

There was a tacit answer to this question for many years. Oxford educated the male social elites to serve the national interest in various ways, with a leavening of international students who were primarily recruited to advance the British national/imperial interest globally. Individual social mobility was a rather small part of the purpose and although enhanced individual earning power may have been a result – perhaps more of ‘signalling’ than of what was learned on the course, this was not seen as a relevant (or even acceptable) metric. A tiny eccentric minority of undergraduates would develop or sustain a passion for particular forms of academic enquiry and would then staff the next generation of Oxford teaching, as well as most of the other UK universities and much of the imperial system, but those students were never central to the function of colleges and in most cases were not pursuing a career that was perceived as hugely lucrative or prestigious (even if arguably it was more so than it is today and also more secure). We still have not quite shaken this assumption about what our teaching serves and it is certainly arguable that we shouldn’t throw the ‘service to society’ ethic out in a modernised form.

These tacit assumptions started to change between the second world war and the 1970s as a result of broader societal change. Direct grant grammar schools became more important as feeders into Oxford creating a perception of greater diversity in the student body, arguably this has been over-stated but it was very apparent in the contemporary discussion of ‘the rise of the meritocracy’ – (a term which began as satirical criticism.) Decolonisation changed the focus from empire to nation state, and by the 1970s there was a revolution in expectation of gender roles, particularly the acceptance that married women could pursue careers which helped drive the entry of women into previously male colleges. ‘Oxbridge’ was also challenged by the emergence of more radically conceived ‘plate glass’ universities and by student radicalism which in retrospect can be seen as reflecting a wider individualism and loss of deference which had implications for teaching. The move to mass higher education from the 1990s positioned Oxford as part of the pinnacle of a system which was intended to serve both national productivity and individual social mobility. This met what were in practice significant cuts in real terms for funding per capita for undergraduate teaching.

So where are we now? Teaching has been transformed in many subjects. My original CUF contract from 1997 assumed 12 unweighted hours of tutorials per week (probably single person tutorials with no

clear instruction as to whether essays were to be read or marked). It was assumed that most of these tutorials would be given to students within my college and over a massive range of papers few of which coincided with my research interests (In my first year I taught 11 different subject papers!) There was a small amount of exchange teaching. It also called for 16 hours of lecturing per year for the university and a small but unspecified amount of graduate supervision to be separately remunerated with a small termly fee per student. This description now has almost no relationship to my current job- much of which is teaching university classes of 8 to 10 for both undergraduates and postgraduates and supervising theses. Tutorial teaching and weekly essays on a set syllabus still exist, and they matter as a unique feature of Oxford undergraduate learning, but they do so in a radically different context.

Our teaching is narrower, deeper, more ‘professional’ and more similar to other universities – perhaps particularly our global peers in the Dominions and North America. In the humanities it is more orientated to subject mastery and less towards encouraging superficial summary and rhetorical skill in presenting an argument.

The other day I found myself thinking that the only thing that had stopped me falling into complete despair about the prospects for academia was my interaction with students. However, one thing needs to be made clear- who we think of as ‘our students’ has changed – I typically teach 3 specialist undergraduate papers in the academic year and this will normally mean teaching circa 30 students in an intensive way on these papers of which typically fewer than four will be Pembroke undergraduates. Half of the undergraduate theses I supervise will be Pembroke students and half not. So ‘my’ students are partly a college community – both through some teaching and a lot of pastoral/ broad intellectual support and partly my ‘subject’ communities. I think most tutors in most subjects would say the same.

Professor Adrian Gregory, Tutor in Modern History, Damon Wells Fellow in Modern History, Associate Professor of Modern History





Reimagining Alumni Relations

with Andrew Mitchell | Deputy Director Alumni Engagement

At Pembroke, we have always prided ourselves on being a welcoming and friendly community. We encourage collaboration, life-long learning, and supporting each other to achieve our dreams and aspirations – both in Oxford and beyond.

Building on consultation with alumni, students, staff, and Fellows, and with the leadership of our Alumni Advisory Board, Deputy Director Andrew Mitchell, has been transforming our alumni ‘relations’ programme into an alumni ‘engagement’ programme. Engagement goes far beyond fundraising, although as a charity we will always need your financial support. Engagement means developing mutually-beneficial relationships with alumni of all ages that allow them to continue enjoying and benefiting from being a Pembrokian, while also making an impact on our community whether that is through mentoring a student or younger alumnus/na, sharing their expertise, or organising events for fellow alumni.

Strangely enough, the pandemic has accelerated progress with our plans. Just a few examples:

- **Pembroke 10** - Led by AAB members Kenny Dada (2013) and Jack Kinnersley (2011), Pembroke 10 will launch in the Spring of 2022 to work with alumni who have graduated in the last ten years. Its main aims are to develop career-support networks between younger and older alumni, engage with students before they leave the College, help with student recruitment, and encourage contributions beyond fundraising by generating a ‘community’ ethos.

- **Pembroke Ambassador Network** – Consisting of over 60 Ambassadors and Associates worldwide and growing, the programme is already seeing results with events rolling out and groups forming to network, socialise, and support fellow alumni in their region, area of interest, or career sector.

- **Pembroke Links** – Now over 500 strong, the Pembroke Links LinkedIn group is a veritable goldmine for students and alumni who’d like a bit of advice about careers, new locations and employers, or just to see who else from Pembroke is in their industry. This is just the beginning, new plans include helping students learn about internship opportunities, advising students and access programme participants about career paths, law for non-lawyers talks, and more.

- **Events** – Since March 2020, the number of events has increased significantly albeit virtually, as has the number of people participating in them – and that doesn’t include the hundreds who later view event recordings on line. In future, we anticipate continuing to host virtual events as well as hybrid and more traditional in-person events.

To learn more about any of these initiatives, please visit the website or contact Andrew on andrew.mitchell@pmb.ox.ac.uk. Join us as we shape the future of our community.



2020 finalists attend their delayed Leavers Dinner, July 2021



Jeremy Sutton (1979, Physics) delivers his portrait of alumnus and former Advisory Fellow Peter Farthing (1968, Jurisprudence) to the College where it will hang in Farthings Café. The café was named after Peter in gratitude for his generous bequest gift and the portrait’s commission was generously sponsored by former Bursar and current Advisory Fellow John Church.

Career Reinvention: Alumni Stories

As the world renews itself post-pandemic, life will never quite revert to “normal”. In some cases, this is incredibly sad as friends and family have been lost. But in other ways, unforeseen paths may have opened up, giving us a chance to pursue long-held or brand new passions. This is something we hope to have instilled in all Pembrokians and the following stories illustrate how the College prepared four alumni to change their lives to pursue seemingly unrelated career opportunities. Students are selected to study at Oxford when they show a passion for their subject, a curious intellect, and the ability to work hard toward their goals. It is not surprising, therefore, that alumni exhibit the same traits throughout their lives.

Being Open to Opportunities

If anyone had told us when we graduated from Pembroke that in 30 years we would be running a commercial vineyard and winery producing world class sparkling wine in Surrey, we would have told them they were mad. However, such career swerves are typical of the rapidly changing world we live in; industries of the very near future don't exist yet and those which we take for granted will rapidly disappear.

When Hilary and I graduated from Pembroke in the early 1980s, the perceived norm was to go into an industry and work your way up usually starting as a technical, legal or financial specialist before moving into more general management roles. For my own part as an Oxford engineer, I was dead set on getting into the upstream oil and gas industry. At that time the North Sea was the technological frontier of probably the most exciting industry in the world and was also a rarity in that it was run by technicians rather than lawyers or accountants!

For the next almost 30 years my career was either within the energy industry or financing it. In 2009 the Aberdeen based independent oil and gas production company, I was running, Venture Production, was taken over in the depths of the financial crisis. Hilary's career had also taken several twists and turns, qualifying firstly as a solicitor and then as a teacher when we lived in New York in the 1990s. Latterly we had talked long and hard about doing something together combining my technical/ financial skills with her softer people skills and my enforced career break gave us the opportunity to reassess what we did with our life.



Making wine (as well as drinking it!) was something we had been very interested in for a while but had never had the opportunity to investigate because we were too busy with children or work. As scientists, we were able to analyse the commercial case for developing a wine business in the UK dispassionately rather than being sucked in by the ‘romance’ of owning a vineyard. If you were to ask our team about us, I think they would describe us as hands on, analytic and business focussed – all traits germinated at Oxford and developed over the next 30 years.

Our advice to current students would be to stay open minded about future opportunities, be prepared to try new directions and recognise that not everything will work. With the benefit of 20:20 hindsight, the key skills we learnt at Pembroke were about the practical solving of real-world problems in real time and working across disciplines rather than solely within them. Developing strong arguments and being able to defend them in the face of critical questioning is also a really important skill that Oxford instills from day one through the tutorial system. We would also say don't be afraid to get your hands dirty but most importantly be passionate about whatever you're doing and make sure you enjoy life.

*Mike Wagstaff (1980, Engineering Science)
and Hilary Wagstaff (1981, Zoology)*

So What?

With a degree in Law from Pembroke, it does feel curious that I currently lead a Cyber Security Not for Profit organisation, helping to drive diversity and inclusion in this burgeoning discipline. But then each step in my career journey has been directed by plain nosiness to find out more about how the world works – I trained as an accountant and consultant with KPMG, worked in business process engineering in the early 90's, ERP systems implementations to address the millennium bug and change management in early 2000's. I've also been a senior executive leading the Finance and



Corporate Services team for the Royal Botanic Gardens in Sydney. Curiosity has guided the direction but my effectiveness in these different roles has been the ability to say ‘So What?’.

Law at Oxford was my choice for two reasons – the first was that I like a big challenge, and the second was that I wanted to sharpen thinking. With no intention to be a practicing lawyer, after Oxford I set myself to becoming an accountant – not a bad combination as it happens, and certainly meant when I moved into business consulting I had a good grounding in the skills I would need for my next adventures. Being effective in complex business environments is about absorbing a vast amount of information,

forming structure around the data and then standing back and saying 'So What?' That extends not only to what it means, but what it should mean and the implications of that to achieving useful outcomes. I learnt the skill to do that at Pembroke.

It was skill hard won from intellectual graft reading 60+ cases in the original and then explaining my thoughts out loud to my Professors Dan Prentice and John Eekelaar. Their ability, firstly not to smile at my initial blunderings, but to take my thinking on to next level, and indicate even wider vistas of understanding was transformational. Those weekly tutorials formed an exquisitely painful crucible but I don't kid myself that I left Oxford a refined product. What that process developed was knowledge that what I might consider profound must always be open to challenge.

Oxford gave me the ability to think clearly and not to be daunted by complexity because I have the tools to tackle it. As careers advice I realise this isn't particularly specific but I would say that Oxford gives you the skills to do whatever you want. I brought an interest in education to enhance social mobility from my time at Atlantic College, but Oxford gave me the skills to achieve something. The 'So What?' of my current role enriches the way I approach what we do. Cyber security represents a generational opportunity for talent from socio-economic diverse backgrounds to take up challenging careers in an industry untenanted by existing professional classes. This year to ensure the reach of our activity is broad enough to engage that group, I have designed a COVID friendly UK wide education programme for the National Crime Agency, worked with technical teams in Estonia and Washington on a schools' cyber security competition, and designed a mobile game in ethics in cyber. My job is to make sure the all the strands of technical, educational, and charitable elements work together to achieve this – a fitting challenge for those Oxford skills.

Margaret Jones (1986, Jurisprudence)

Teaching Old Dogs New Tricks

My favourite book as a child was Look and Learn "Robots". I was the geeky one with the glasses held together with sellotape and burn marks on my bedroom carpet from the soldering iron and circuits that had caught fire. So physics at Pembroke and then a career in computing wasn't so much a plan as a continuation of childhood interests.

Starting in development with IBM, moving into systems engineering, then consulting as a partner at Accenture and then IBM again in the 2000s kept me happily occupied for the best part of thirty years. The only real change was the projects became larger and I had to learn to understand people and clients as well as technology.

In my late forties my mum died very suddenly from cancer and I had one of those moments of reflection that happen when things change in a direction you hadn't really thought about. Was there something else I wanted to do or was I still on the right course? Like many people I had benefited from some inspirational teachers, with my interest in physics being ignited by my secondary school teacher, Mr Wood. My time at Pembroke had stoked that and also introduced me to a group of friends who were passionate about changing the world. I'd always thought I'd teach once I'd retired, so why not do that now?

I went from a comfortable role in an environment I knew and enrolled for a PGCE at the IoE with no clue of what a modern school was like. I can still remember the feeling of sweat running down my neck in my first practical lesson when a Y8 (12 year old) turned round and responded to

my instructions with the classic adolescent, "Why should I?". Fortunately, the laws of physics haven't changed so the subject matter wasn't a problem, but making it relevant and understandable to a group of hormonal teenagers on a Friday afternoon proved more of a challenge.

My first year was more about crowd control than students learning, but, with help from colleagues and the school, I've gradually figured it out and the visceral thrill of managing to survive another day has given way to the satisfaction of seeing the excitement of students I've taught for seven years when they get places at their chosen universities.

I've learnt more about myself and the world in the last ten years of teaching than I did in thirty years of consulting around the globe and still jump out of bed on a Monday morning excited to be going to school. Having never really planned my career but always found myself doing something I enjoy, I'd encourage today's students to focus on what interests them and the changes they want to see happen in the world. The hard work and skills they have developed to get them to where they are, means that they will be successful at whatever they turn their hands to.

If there are any forty somethings reading this and thinking about a career change, I'd really recommend teaching your subject. Our school system benefits from the experience offered and with Now Teach there is even a properly structured and supported path into the profession. If you are in London and want to find out what a modern school is like, contact me through the college and I can arrange visits.

Tim Gilchrist (1979, Physics)



Engaging Future Generations

with Catherine Beckett | Head of Communications

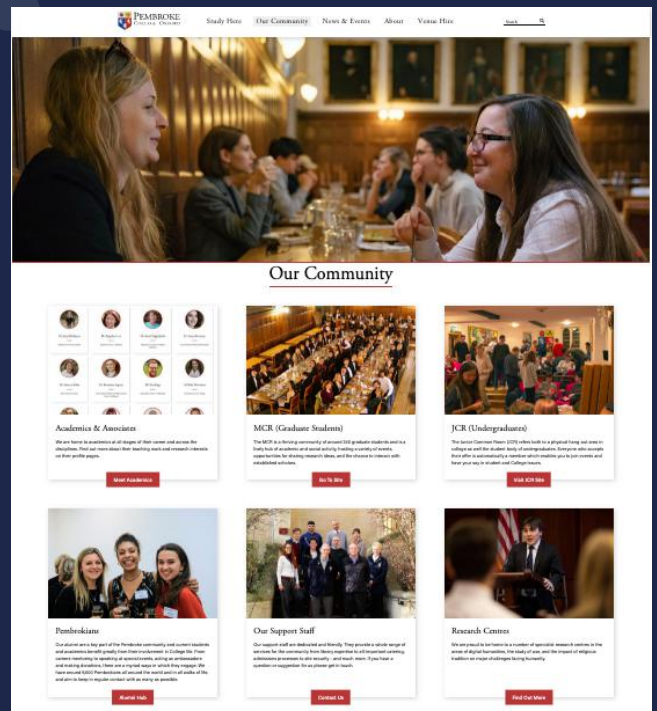
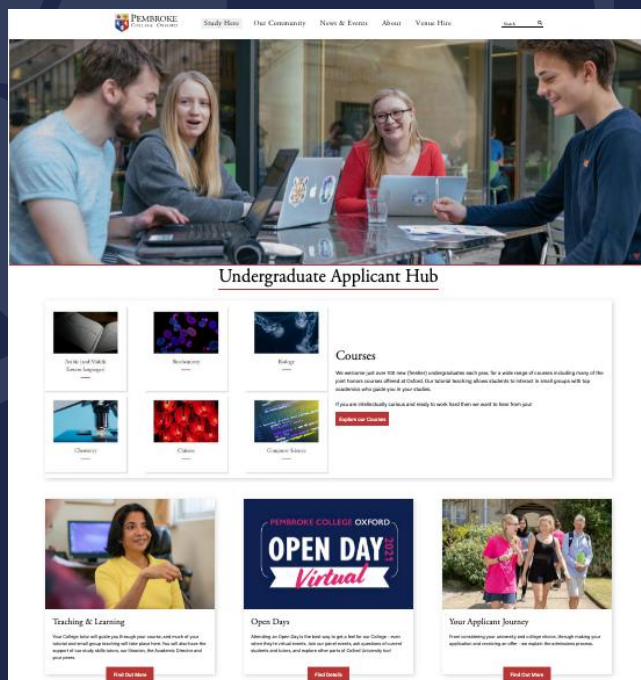
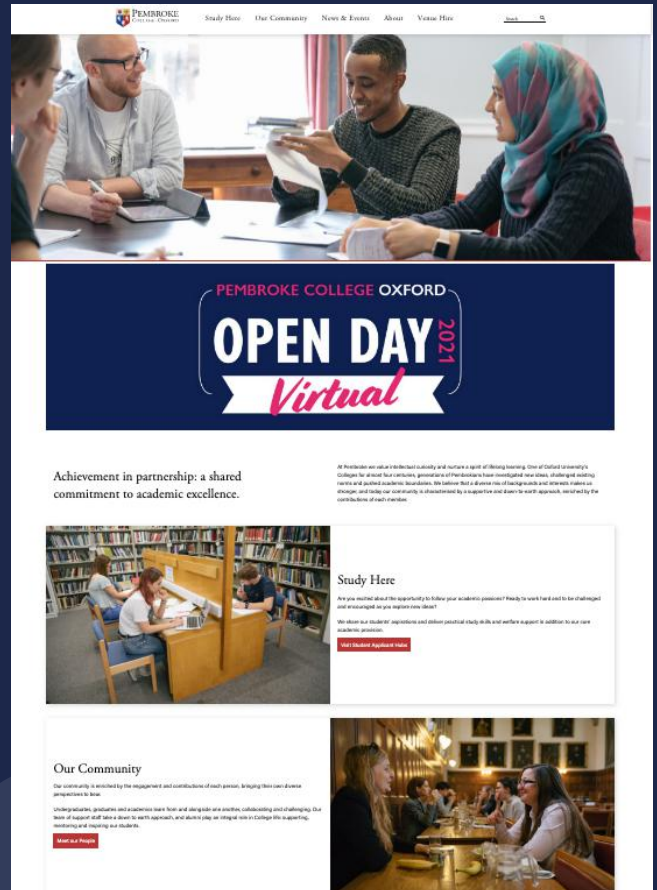
Our website review project engaged students, Fellows, staff, school teachers, alumni, access programme participants and events organisers. We considered what we wanted to say about ourselves alongside what our audiences wanted to know.

We share a spirit of lifelong learning and enquiry: investigating new ideas, innovating, challenging, developing our interests, taking risks and pushing boundaries... We want our new members to feel that Pembroke is home, a place of learning and friendship where they need not feel intimidated.

Our community is enriched by the engagement and contributions of all members, bringing their own perspectives to bear. We invest in trying to reach top students from all schools regardless of whether they have traditionally engaged with Oxford.

Pembroke is part of a lifelong journey for all our members: students, academics, staff and alumni: from school to retirement...Pembroke alumni play an integral role in the life of the College, supporting, mentoring and inspiring our students.

At the heart of our approach was a desire to tell our story in the voices of College members, so you'll find a large number of "Oxford Journeys" stories – our students and academics talking about their own experiences and background, providing role models and reassurance for those considering whether to make the leap of application.





Pembroke 400: Wine & History

In 2024, Pembroke College turns 400. To mark this auspicious anniversary, a range of events around the world are being planned. Why not prepare for the celebrations and support the College by enjoying a good read and a bottle of fizz!

Pembroke's First 400 Years

This hard-backed, full- colour volume is a thoughtful as well as an entertaining read that looks not only at the College's History from founding to present day, but also features chapters on Pembroke's buildings and gardens; 400 years of intellectual life and international collaboration; and our leadership in access and outreach. All proceeds will support our next 400 years.

400th Anniversary Wine

Help us celebrate the quatercentenary by raising a glass of our very own award-winning wines produced by Greyfriars Vineyard.

Pembroke Pink

This award-winning rosé sparkling wine is made entirely from Pinot Noir grapes using the traditional method. This wine was lovingly grown and produced in the Surrey Hills and has matured in Greyfriars' cellars for over four years before release. This wine is very modern in style and is redolent with Summer fruit and berries and looks towards the future as Pembroke enters its fifth century.

Pembroke 1624

This traditional style sparkling wine is made from a traditional blend ('cuvée') of all three classic Champagne grape varieties; Chardonnay, Pinot Noir and Pinot Meunier and has matured for over five years before release. The traditional style of this sparkling wine is a homage to Pembroke's history.

To read about becoming an Early Subscriber, Sponsor, or Supporter of the College History, or to order wine, please visit our [website](#).



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