2025 Conversation

We want to build on the College’s history of being at the forefront of change, of making an Oxford education accessible to those previously unable to participate, and on our values as outlined on the next page. At the core of the Conversation is the question ‘what would St Anne’s need to be doing in 2025 for you to be overwhelmed with pride at its achievements and reputation?’ There will be lots of opportunities to join in over the rest of 2017 to ensure that we get the broadest range of views and ideas about the College’s future. We will be holding 2025 Conversation events and consultations through face-to-face meetings, in workshops, during conferences and events, or online, using a range of tools and channels.

These conversations will be based around areas of interest and aim to consolidate shared understanding, identify what might stand in the way of future success, reveal new thinking, and generate insights upon which to act. We are inviting all members of the St Anne’s community to be involved with this process and to play a part in setting our direction of travel.

The aim of this document is to provide an overview of St Anne’s today in advance of your involvement in the conversation.
History and communal life

St Anne's College, founded in 1952, can trace its origins back to 1878 and the formation of the Association for the Education of Women in Oxford, later known as the Society of Home-Students. It first admitted men in 1979 and today is one of the largest of the Colleges and Halls which admit undergraduate and graduate students to read for degrees within the University of Oxford. It is fully co-educational, with a near equal mix of men and women in the student body.

As of 2017, St Anne’s community is home to 446 undergraduates, 362 graduates, and 37 Visiting Students. The Governing Body is made up of the Principal, 40 Official Fellows, 13 Professorial Fellows, seven Supernumerary Fellows, and five College Officers. They are supported by 41 College Lecturers, 26 Research and Junior Research Fellows and nine Supernumerary Fellows. In addition we have 110 support staff at St Anne's.

Our character - being modern & forward-thinking

Our identity is currently defined as down-to-earth, friendly and independent-minded college that takes people for what they are. It is modern in its outlook and architecture and open to the world, informal and yet academically demanding, underpinned by three core values:

Opportunity: We identify potential in applicants where others might not;

Collaboration: We encourage students to work together; we believe in intellectual generosity and interdisciplinarity;

Forward looking and far reaching: Our students’ experience will prepare them for living and working in different cultures and diverse societies; and we are proud of the diversity of our students.
Our mission
We provide an environment which is supportive to staff and undergraduate and graduate students, characterised by a sense of community, for the purpose of academic study and research and personal development.

Collaboration & distinction: being part of Oxford University
Since 2005, the College has sought to anticipate and reflect the changing shape of Oxford, as higher education in the UK and globally has changed significantly. During this period, Oxford has maintained its position amongst the top 10 Universities in the world. (ranked first in the THES 2016/17, and awarded gold in the 2017 Teaching Excellence Framework).

Academic excellence
The College has built up its science base, with increased numbers of Fellows in Materials and Engineering, Earth Sciences, Medicine, Mathematics and Computer Science. It has also developed a research and graduate profile in Education. College has established Fellowships in small but distinctive areas of the Humanities and Social Sciences: Film Aesthetics, Major Programme Management, Israel Studies and African Studies. Its research initiatives reflect the growing interdisciplinary character of the Humanities, through its strengths in Digital Humanities, Literature and Science, and Translation.

Top 15 undergraduate subjects 2012 to 2016

Top 15 graduate subjects 2012 to 2016
In undergraduate academic rankings, the College average over the decade is exactly midway in the Norrington Table, underpinned by consistently good performances in Maths and Engineering.

**Equality, diversity, inclusivity and opportunity**

Outreach and access activities have mainly focused on the areas for which St Anne’s has been allocated specific responsibility by the University: Tyneside and Northumbria, London Boroughs of Southwark and Hillingdon. We also have close relations with the schools sponsored by The Drapers’ Company. St Anne’s has slightly higher than average numbers of students on bursaries. It also has a higher than average number of overall ‘flagged’ candidates in its body, a category denoting students from areas of socio-economic disadvantage, and/or from neighbourhoods of low participation in higher education, and from schools with little history of successful Oxford applications.

‘As Student Ambassadors, we try to show school students that St Anne’s has a diverse and friendly student body by leading College tours, helping at Open Days and assisting with workshops designed to increase access. Looking back at the time when I was applying to university, I valued the opinions of current students highly, and so I hope to return this favour by showing potential applicants that St Anne’s may be the place for them.’

*Elan Llwyd (BA History, 2015)*

A College funded Director of Music has created an ensemble, The St Anne’s Camerata, which includes a programme where Oxfordshire school students are invited here as a distinctive part of our schools outreach activity.

**Applicants to St Anne’s**

**Flagged candidates 2012 to 2016**

One measure when looking at social mobility issues in the Oxford admissions process is the offer rates for applicants with an Overall Widening Participation flag (WP Overall Flag). This means that either the applicant has been in care or the applicant’s application has been ‘flagged’ on at least one Prior Education measure AND at least one Postcode measure. When applications have an Overall Widening Participation flag, tutors are advised to give particularly careful consideration to the application when making shortlisting decisions.

<table>
<thead>
<tr>
<th>Year</th>
<th>First</th>
<th>2.1</th>
<th>2.2</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>31</td>
<td>85</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>40</td>
<td>68</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>36</td>
<td>72</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>35</td>
<td>74</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2016</td>
<td>33</td>
<td>73</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
**Black, Asian and minority ethnic applicants**

Between 2005 and 2015, 3404 UK applicants applied to St Anne’s (including open applicants that were allocated to the College). 23.7% of these applicants were Black, Asian and minority ethnic (BAME). After shortlisting, 18.2% were BAME, and by offer stage, 14.9% were BAME. There is a sharper falling off of UK BAME applicants through the admissions process compared to other UK applicants.

**College and University contextual data 2012 to 2016**

1. Applicants that received any OFFA flag (disability, ACORN, POLAR2 and OFFA)
2. Applicant's postcode as falling into POLAR2 quintiles 1 and 2 – indicating the lowest rate of young people's participation in higher education during the period
3. Applicants from 'Target 1' schools (good performance at GCSE and A level with historically limited progression to Oxford).
4. WP Overall Flag (applicants who have at least one flag for socioeconomic disadvantage (ACORN or POLAR2) as well as at least one school flag (pre- or post-16 or OFFA) or care flag.
Using UCAS cycles 2013-15 figures, looking at Home applicants only, about 66% of St Anne’s applicants are from state schools. At offer holding stage, about 61% of offer holders at St Anne’s are from state schools. This is slightly higher than the University.

**Bursaries**

Oxford awards bursaries to students based on parental income. In 2015/16 full Oxford Bursaries were awarded by the University to students whose combined household residual income was under £16k; 25 of our students were on full bursaries, with a total of 85 students on bursaries in 2015/16, 39 of which were supported by the Danson Foundation. The total value of bursaries awarded to St Anne’s students in 2015/16 was £224k. Oxford centrally spends around £11 million annually on financial support for undergraduates. The chart below shows the numbers of students on bursaries who commenced studies in 15/16.

**Bursaries awarded 2015/16**

<table>
<thead>
<tr>
<th>Household income</th>
<th>Number of students at University of Oxford</th>
<th>% of total enrolled students</th>
<th>Number of students at St Anne’s</th>
<th>% of total enrolled students at St Anne’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; £16,000</td>
<td>233</td>
<td>8.8</td>
<td>8</td>
<td>7.3</td>
</tr>
<tr>
<td>£16,000 - £42,621</td>
<td>332</td>
<td>12.6</td>
<td>14</td>
<td>12.7</td>
</tr>
<tr>
<td>Total HEU students starting in 2015/16</td>
<td>2637</td>
<td>100</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

‘My experience of life in Oxford has improved enormously as a result of being so well supported. The money provides a degree of insulation from financial stresses and fears that can be so damaging. Being able to study unburdened by such worries is something I am immensely grateful for.’

*Sam Zwolinski (MPhys Physics, Danson Bursary recipient)*
**Internationalism**

St Anne's has a higher than average number of overseas applicants applying for its undergraduate places, perhaps because of the time that St Anne's has given to outreach in China, Hong Kong, Malaysia and Singapore in recent years.

**Top 10 undergraduate nationalities 2012 to 2016**

![Pie chart showing the top 10 undergraduate nationalities 2012 to 2016](chart1.png)

**Top 10 graduate nationalities 2012 to 2016**

![Pie chart showing the top 10 graduate nationalities 2012 to 2016](chart2.png)

**Preparing students for the world beyond the first degree**

We are also focused on preparing students for the world of work looking at ways through which we can offer careers support, networking and mentoring, increase the number and range of internships we offer, and create a community which continues to support former students in their careers after graduation. In 2016, internships were offered at Stifel, in addition to vacation laboratory internships, the Year in Japan Scholarships, the Deutsche Börse Scholarship and Internship. Now in its fifth year, The Danson Foundation's support remains invaluable to St Anne's College. The Foundation offers St Anne's students a wealth of opportunities through the funding of bursaries, an internship scheme and the Incubator start-up projects, which ran for the first time in summer 2016. Since 2012, 124 St Anne's students have been offered Danson internships including 33 in 2017. Over 95% of Oxford leavers are employed or in further study six months after graduating.
Welfare and well being

In recent years, the College has significantly increased the welfare support for individual students, many of whom in the course of their degree find themselves in need of counselling and guidance. We have appointed a Dean of Welfare, a very experienced retired college doctor, who is available as a safe space for students to share their worries, put in place a network of peer supporters and Assistant Deans, and developed a good relationship with the University Counselling service. In Trinity Term 2017, a ‘Be Well, Do Well’ initiative was launched, and is ongoing with the support of the JCR and MCR, promoting well being to all members of College.

College’s financial position

As a former women’s college with a limited endowment, College has always had to manage its finances with particular care. The College has been in surplus for the past six years. Its financial model has been underpinned by establishing a US Visiting Student Programme. Since 2004 we have doubled the endowment from £19m to £39m; investment income represents an income yield of 4 to 4.5%. This may be difficult to sustain in current markets. We have raised £23m in Development between 2008/9 and 2016/17. We have improved the Estate; we have completed two major capital projects – the Kitchen and Hall and Library and Academic Centre at a cost of £14m. Conference business has doubled since the opening of the Ruth Deech Building in 2005 to a turnover of c. £2m. However, this has plateaued in recent years as more recent rival college facilities have come on stream.

Sources of income