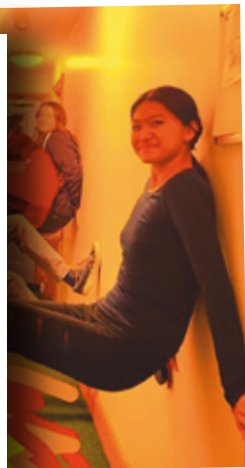
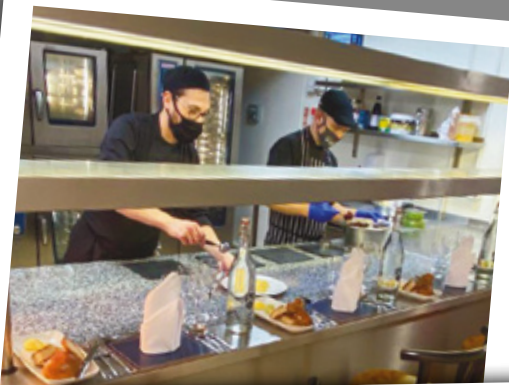




St Anne's College

University of Oxford



This is
**St Anne's
2020**



Welcome

When I wrote the introduction for the 2019 Annual Review, I had no idea that 2020 would prove to be one of the most challenging years in the history of the College, and, indeed, for each of us personally.

So, whilst still adjusting to the latest consequences of the pandemic, we bring you the review of St Anne's 2020.

Virtually all aspects of College life, from our finances, teaching methods, and research focus, to sports, food, and social activities, have been affected since March 2020. However, what I hope shines through these pages is the constancy of the College's values and the determination

of all members of our community to preserve our long standing heritage of excellence in teaching and research, our commitment to being ambitious, supportive and inclusive, and the creative ways we have preserved the activities and relationships that matter most to us.

Although this year we have been able to meet fewer alumnae in person, we have had numerous vivid reminders of the remarkable solidarity and loyalty graduates and friends of St Anne's feel for the College, its students and academics. The response to our St Anne's Online events has been outstanding and has come from all around the world, including some alumnae with whom we had lost contact. We cannot express adequately how much difference your generosity has made to our ability to provide the current generation of students

with additional academic and welfare support, and to take decisions such as not charging for accommodation students could not use, and maintaining furloughed staff on full pay.

We face 2021 and beyond somewhat bruised and less financially secure than before, but knowing that we have great good fortune in the form of our people – the community of St Anne's, past and present – which allows us to feel optimistic about the future. We do hope that in 2021 you will remain very much part of St Anne's and join us for events, including during Community Week and Giving Day (see back cover). Thank you for your ongoing support.

We wish you a safe, healthy and rewarding 2021.

Helen King QPM
Principal



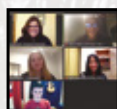
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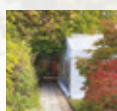
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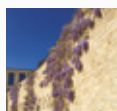
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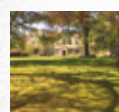
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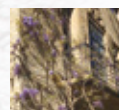
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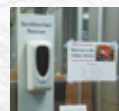
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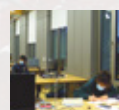
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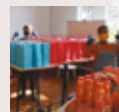
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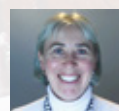
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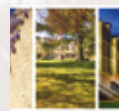
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St Anne's PURPOSE

Since its founding, St Anne's College has always been about widening access to an Oxford Education. In 2018, the Governing Body of St Anne's reaffirmed the College's purpose to be a diverse and inclusive community contributing to the University's commitment to lead the world in education and research, whilst securing the College's legacy and future. St Anne's wants to be the home of choice for the brightest and most ambitious students including those from underrepresented groups, and believes that difference should be respected, promoted and celebrated as the diversity of people is a rich source of learning for us all.

This report shows how we are working to fulfil the statements agreed by Governing Body.

As a community, we

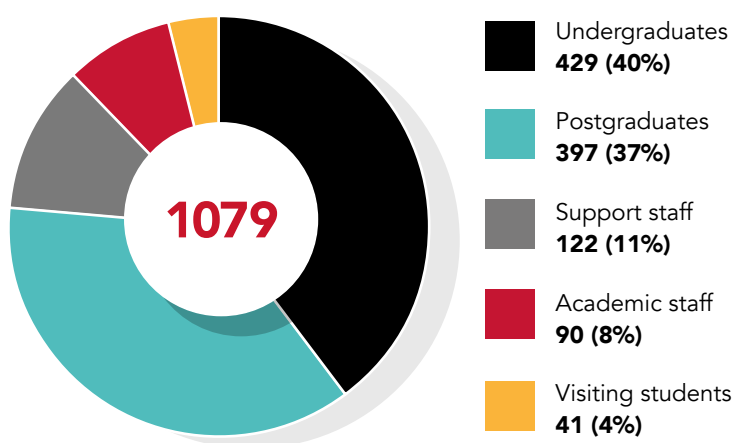
- Want to be the home of choice for the brightest and most ambitious students, including those from underrepresented groups (p.10)
- Take pride in supporting, enabling and promoting our academics' research (p. 20 – 22)
- Inspire and challenge our students to fulfil their academic potential and prepare for future careers (p. 18 – 19)
- Respect, promote and celebrate difference; diversity of people, their ideas and accomplishments are a rich source of learning for us all
- Support and guide all in our community to be well and do well, building their resilience and readiness for the future (p. 24 – 25)
- Build on the richness of our history, and the achievements of our predecessors and alumnae in our ambition to make a distinct and enduring contribution to the University's future (p. 14-15, p. 31 – 32)
- Need the funding, facilities and resources of a world-class College environment for learning, teaching and research in order to attract the brightest minds and to support their aspirations (p. 27-30)

Our trustees

1. Have a duty of care to our staff, students and academics
2. Must leave the College stronger and better than we found it, fit for the long term
3. Inspire every student with the joys of intellectual pursuit as we advance world-class research



St Anne's Today



Undergraduates



Applications December 2018
666



Number of offers January 2019
151



Number of freshers October 2019
124

Undergraduate intake by school type (2019)

70% state school  up 3% from 2018
30% independent

Oxford bursaries



UK and EU students from lower-income households are eligible to receive an annual non-repayable Oxford Bursary to help with living costs.

In 2019/20, **22.8%** of eligible St Anne's students received bursaries to a total value of **£229,000**.

Undergraduate results



	2020	2019	2018
1	52	37	35
2.1	63	80	80
2.2	4	3	3
3	0	3	1

Graduate scholarships and exhibitions



36 new graduate scholarships were awarded, of which **10** went to freshers



20 scholarships were renewed



The total value of all graduate scholarships **£246,159**



36 DPhils were awarded

This year, due to delays with Finals marks as a result of the pandemic, the scholarships and exhibitions process has similarly been delayed, so the full results for 2020 are not yet available.

However, so far **16** Exhibitions and **124** scholarships have been awarded to St Anne's undergraduates.

Nationalities of current students

Undergraduates



342 UK



55 EU



52 Rest of World



30 countries

Postgraduate



182 UK



74 EU



153 Rest of World



61 countries

Travel Grants

The pandemic disrupted travel for much of the 2019/20 year, but some undergraduates and graduates were lucky enough to receive grants to travel before restrictions made it impossible.

Undergraduates



10 travel grants



£2,386

Postgraduate



59 travel grants



£15,233

Gender balance

(Intake October 2019)



Undergraduates

63 female

61 male

Careers in 2019



42 internships (all remote)



1 COSARAF scholarship awarded

CV clinics

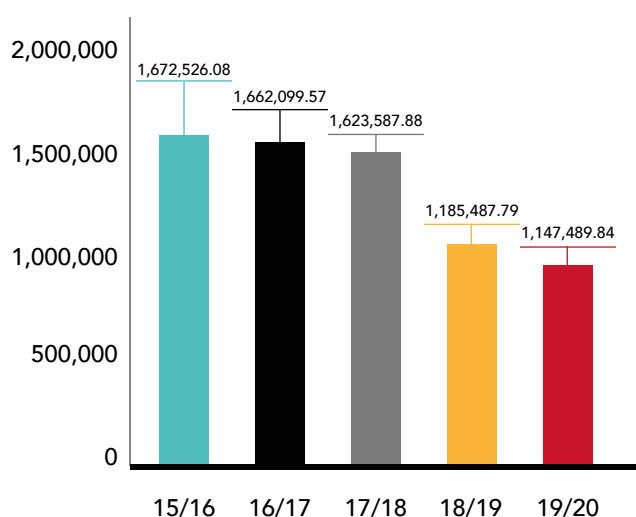
Hilary 2019	Michaelmas 2019
7 alumnae	12 alumnae
21 students	38 students
Hilary 2020	Michaelmas 2020
11 alumnae	12 alumnae
44 students	26 students

Ethnicity balance (Intake October 2019)

25 (23.8%) BME Students

80 (76%) white Students

St Anne's yearly carbon emissions



Library



23,128

Loans and renewals



1979

New books, periodicals, DVDs, etc.



41.59 metres

Increase in size of Library collection

241 items were bought based on student requests and 443 new purchases were titles on reading lists.

467 new acquisitions were gifts.

Outreach and admissions

2019-2020 has been a strange and challenging year for all areas of the College, which certainly includes Outreach. The current crisis has really highlighted educational inequality in the UK for all of us – from access to technology and time spent in school, to the awarding of A Level results and online interviews this December. However, this has also presented new opportunities for the College to work directly with prospective applicants of all ages, without, for once, geography being a barrier to their participation in access and outreach work. We have continued to run our existing activities with our link schools in the North East of England and Hillingdon and Southwark in London – the first half of the year in person, and online for the second half.

We ran 91 events across the year, which is an expected decrease from 2018-19 (127 events) given staff changeover in September 2019 and the overall impact of school closures. However, as a result of collaborative events in our link regions, online activities, and the Aim for Oxford programme, we had more continuous contact with schools and students in our link regions than ever before. We met with over 3,700 students in 2019-20, in addition to attending the University's first ever Virtual Open Days and external online University Fairs.

Aim for Oxford

After a smooth start to the first year of Aim for Oxford in January 2020, we had to quickly adapt our plans for online activities, including an online residential.

The first academic sessions and application workshops took place in-person in Newcastle in January and February 2020. Following the lockdown, Aim for Oxford students were brought into a MS Teams group, which enabled easy communication of activities, events and meeting links. The students continued to attend online academic taster sessions and workshops during March, April and June, and we arranged for academic resources to be sent home to them to support with their studies and university applications.

28 students 'attended' the online residential in August, which included working on a short research project guided by a postgraduate tutor, spending time in independent study and research, taking part in Ambassador-led workshops on topics such as admissions tests, interviews and public speaking as well as joining in with online evening social activities. 21 of those who attended the residential went on to make an application to Oxford in 2020, with an additional 2 applying to Cambridge and 1 taking a gap year before applying to Oxford in 2021.

The students have continued to receive support on admissions tests and interviews during Michaelmas Term and we were really pleased that 11 of these applicants (just over 50%) were shortlisted for interview. Even better, 7 of these students have gone on to receive offers from Oxford (64% of those shortlisted).

We will continue to work with these Offer Holders this year, and hope that they will be able to speak with the new cohort of Aim for Oxford students about their experience.





Outreach in the North East

We have continued to work alongside our North East Consortium partners (Christ Church and Trinity college) to share activities and resources amongst the colleges, as well as plan for collaborative events. We were able to visit the North East twice in-person this academic year (once in September, and again in November 2019). After the school closures, we quickly realised that schools were not always able to host online activities themselves but could send information out to students who could attend as individuals.

We ran our first North East Offer Holder event this year, as well as one for all St Anne's Offer Holders – online, of course. In place of the North East Residential during the Open Days, we ran an online session with Student Ambassadors before the July Open Days to help students plan and prepare for the event, and one afterwards to follow-up on unanswered questions. And we also ran weekly Personal Statement workshops in July to prepare students from the North East for competitive applications.

We've continued to show the same collaboration into Michaelmas 2020, with joint Admissions Test and Interview Skills workshops for students from the North East and are planning to host similar events specifically for students in the coming academic year. We've reached an estimated 250 prospective applicants through these workshops.

Virtual Open Days and Interviews

The Oxford Open Days took a very different format in July 2020. We produced information videos about the College, its courses and its students at short notice for a series of Open Day webpages and organised students and tutors to take focused online Q&A through Slido throughout the day. Learning from this experience for September's Open Day, we also ran live Q&A sessions that were streamed to YouTube, including a session for parents and carers. We were really pleased to see our efforts paying off when St Anne's was in the top 5 colleges for questions submitted!

For the first time, all Oxford interviews took place online this year. Although we can never replace the experience of interviewing in College and meeting other candidates, over 30 Student Ambassadors joined forces to run online Q&A sessions and social activities across 6 evenings during the interview period. We hope their friendliness and enthusiasm helped to make the interviews less of an intimidating experience this year.

Collaboration

Working online has continued to produce new opportunities for collaboration, including with colleagues across the University. In November, we were involved in running collaborative interview workshops that reached over 2,000 disadvantaged applicants to the University.

Alongside our existing relationship with organisations such as The Brilliant Club, Generating Genius and Oxford Pathways, we have also worked alongside organisations such as The Elephant Group and In2ScienceUK this year. We are hoping to further these relationships through online webinars and collaboration in 2021, developing new opportunities for younger students through Universify, and to connect prospective applicants with current students through technology such as The Access Platform.

It has certainly been a busy and challenging year – but one that has presented many new opportunities and means of working with students of all ages with the potential to make an application to Oxford and St Anne's College.

JCR

St Anne's JCR is made up of students from all over the world who have come to us from many different backgrounds. The largest subject schools are Medical Sciences, Modern Languages, English Language and Literature, History, Law, PPE, Materials, Engineering and Mathematics. The JCR president Sanaa Mughal (MEdSci, 2019) works with the committee and with College to improve and support the student experience.

The JCR have been striving to maintain a close relationship with the MCR, particularly with many socials and events moving online to ensure everyone's safety. St Anne's was proud to be one of the few colleges that held an entirely in-person social-distanced Freshers Week with activities following a festival theme, 'Gla-STANNE-bury', including Jenga, card games and designing your own face mask.



Members of our JCR President's household bubble during Michaelmas 2020

In light of the pandemic, students were able to form household bubbles within which they could socialise during the term. The winners of our JCR Oxmas Quiz were treated with a special Chef's Table style formal by Head Chef Ben Gibbons and his fantastic team. The BAME community from both the JCR and MCR were delighted to invite Fellows Tom Ilube and Bernadine Evaristo to an online dinner in which students were able to discuss key issues regarding race and background that they face as young people. For those quarantining, the student community worked together and volunteered every day to help those in isolation

receive deliveries, post and library books - we collaborated with the college Development Team to create care packages including warm socks, snacks and activities to pass the time!

Sadly we were not able to hold the Ball as anticipated in Trinity 2020. However, the 2021 Ball with an entirely new theme, 'In Bloom', will be held on St Anne's grounds on the 8th of May. Students have been told to expect a botanical wonderland, a focus on sustainability and a night to remember, so save the date! More information on how to secure your ticket will be released soon at: www.stannesball.co.uk

MCR

Our MCR is a vibrant international community supported by academics in many different disciplines and programmes, with some joining us for one year MSc courses and others for a longer period as they work on their DPhil.

The MCR organises a wide range of events to promote a sense of community amongst postgraduate students, support their studies, and ensure their wellbeing. In Hilary Term 2020, this included the organisation of co-working sessions two days a week, Wine/Chocolate Tastings, Board Games and Pizza Nights, Welfare Teas and Walks, and LGBTQ+ Teas and Poetry Nights.

From March 2020 onwards, the MCR has taken many steps in response to the pandemic, which included the organisation of online socials (e.g. Cooking/Cocktail classes with St Anne's Head Chef Ben Gibbons and Linacre College Bar, Board Games Nights and Zoom Welfare Teas).

These efforts have also included the creation of St Anne's Emergency Help (a scheme to support incoming international students in quarantine upon their arrival in the UK), the MCR COVID-19 Emergency Fund, which covered emergency travel, health or academic expenses related to the pandemic.

Every year, MCR members welcome new students during Freshers Week; this year, it was one of the few MCRs to have organised a mix of online and in-person events (e.g. COVID-friendly Welfare Walks, Scavenger Hunt and College Tours in small groups to help students bond in the first few weeks of term and fight isolation), in accordance with government regulations. For the first time, it also included BAME Online Meet Ups and Cinema Outings.

This year has also seen the publication of the 10th issue of the St Anne's Academic Review (STAAR), an annual interdisciplinary publication, which features research, reviews and creative writing from students and fellows in all disciplines.

The current MCR President is Zhen Shao (DPhil Industrially Focused Mathematical Modelling, 2017).

Admissions

St Anne's College is committed to widening access to Oxford and becoming ever more diverse and inclusive. This year, the College recognised that the method originally used by Ofqual to allocate A-Level grades was likely to have a disproportionately negative effect on high achieving pupils in state, non-selective and lower performing schools and colleges. When those results were released, College tutors and staff worked with great care, using all the information available to us, to ensure that any capacity to accept candidates who had not met their offer conditions was prioritised to those who had been most disadvantaged.

We welcomed the subsequent announcement that students' grades would additionally be awarded based on teachers' predictions. This change resulted in even more of our offer-holders meeting the terms of their offer and we will be delighted to welcome all 135 confirmed offer holders to St Anne's in October.

The College usually has a teaching capacity of 128 and bedrooms for 126 freshers, so the summer uncertainty required quick thinking from college staff and caused concern for those students, such as Admissions helper Olamide Taiwo (Classics, 2020) who felt denied the opportunity to demonstrate their

full potential under exam conditions. We are grateful for all the hard work behind the scenes that enabled us to honour the vast majority of the offers that were made.



Olamide Taiwo

(Classics, 2020)

Could you tell us a little bit about your background?

I am from South-east London, born and raised. It was not until I was on a shadowing scheme that I heard about St Anne's and was shown the college.

I then put St Anne's on my list on unifrog because I wanted to know more about St Anne's. I felt that I would be more suited to St Anne's because it is not as formal as the other colleges. I felt like I would be out of place and a culture clash would take place if my environment was drastically different to the environment I am used to. But St Anne's has proven itself to be a welcoming environment.

You weren't able to take your A-Levels because of the coronavirus pandemic this year, and were affected by the government algorithm. Can you tell us a bit about what happened?

During this time, I did not contact St Anne's as I was hoping my given results would be good enough to get me into my firm choice. I instead focused on my coursework and tried to get the best results I could get.

Not taking the exams makes me question whether I would have gotten my current grades or in fact better grades. I received ABB from my

teachers which was approved by the exam boards. I was not happy with my grades but then I saw that I received my offer. Most people said and keep saying that my grades do not really matter because I got into Oxford, they are right, but I cannot help thinking of the possibilities of my results if I had taken those exams.

What made you sign up to be an interview helper/student ambassador?

I have always been passionate about access and outreach opportunities to the point of creating my own Instagram page called Opportunity.hub, where I repost and share different opportunities that I find. I want other students, especially minorities, to know that there is space for us wherever we want to go and if there is not, we will make space.

Being an interview helper was a way for me to offer help in my college just like I did back in sixth form and secondary.

What sort of tasks have you been undertaking over the interview period? How has it been different this year to your own experience of interviewing?

With Covid everything has drastically changed so this meant the interviewing process and way of helping interviewees had to adapt. We had

a zoom call set up on different days for different courses and the interview helpers gave the students an insight on how our interviews were, what it is like living and studying in Oxford as well as answering any of their questions.

When I was here for the interviews, I remember events and games being held in the JCR (Junior Common Room) where I socialised and relaxed when I felt really nervous. Since that was not possible this year a more informal and social zoom call with things like an online quiz to help the students was put in place for them.

What one thing would you say to anyone interested in applying to Oxford?

If you truly are passionate about your subject, just apply. You can never truly know whether you will get in or not if you do not apply, so why not take that chance? I know it is easier said than done but that is what I told myself. It motivated me and kept my imposter syndrome at bay.

Describe St Anne's in one word:

Welcoming

100 Years of Women's Degrees

This year marks the centenary year of women's degrees at Oxford. To mark the occasion, JCR Women's Officer, Amy Langer (Modern Languages, 2019), and JCR President, Sanaa Mughal (Earth Sciences, 2019) reflect on the continuing progressive ethos of St Anne's and how its history shapes its present and future.

St Anne's is a former women's college. How do you feel this has affected its ethos and atmosphere? Did you know it was a former women's college when you applied?

Amy : I think the fact that St Anne's was pioneering in terms of gender equality means it has maintained a drive to always be doing better in terms of equality, now in a wider range of areas. It also seems to attract very down to earth students - we're known for being friendly and welcoming and I think our less traditional but more socially forward-thinking roots have a lot to do with that.

I did know that St Anne's was a former women's college when I applied, but I didn't know the college's full history.

To anyone that hasn't read it I would recommend the snapshot of college's history which can be found on the college website, here: <https://www.st-annes.ox.ac.uk/this-is-st-annes/history/>. It's a very interesting read!

Sanaa : I think that St Anne's tends to attract more progressive students because of its history. Now that the college accepts students from all genders and backgrounds, it remains a very forward thinking environment. This quality is something that St Anne's students continue to emulate when they leave the college and enter the world of work. I did happen to find out that St Anne's previously was a women's college - I connected to that, given I also went to an all-girls school with a similar history of being at the forefront of women's education!

Amy, you're the mastermind behind the social history project currently soliciting stories from female alumnae of St Anne's over the years. Can you tell us a little bit about this project?

The idea for this project was something I came up with when I was deciding whether to run for JCR Women's Rep. I wanted to think of something personal that would last and could be added to by future JCR Committees after our run is over.

The aim is to, in hearing from women who studied at St Anne's over the years, understand how being a woman in academia may have changed, how college life for women has changed, and to get an insight into college history that we can't have unless we get it straight from alumnae. It's been amazing reading the stories - there are some incredible anecdotes in them - and I'm really looking forward to sharing them with the rest of the college at the end of this year.

What made you decide to launch this project in the first place? Was there a particular incident, encounter or story that sparked it?

Amy : I initially launched it in the summer, just after I was elected as Women's Rep, after speaking with Stella Charman (the head of the St Anne's Society).

She encouraged me to get it going and I also contacted other SAS members from my local branch who had hosted a Freshers' event in my area before I came up in first year. Already knowing some alumnae made me realise the value of what we could gather and gave me the confidence to get the ball rolling. The SAS has been really helpful with promoting the personal histories project since.

How can people get involved in the project? What do you hope it will achieve on an ongoing basis?

Amy : Any St Anne's alumna is invited to send in around 400 words to amy.langer@st-annes.ox.ac.uk, talking about their time at St Anne's. We want to hear anything and everything, so if you went to St Anne's then please consider writing in - it doesn't matter where you ended up after college (or what you got up to while you were there!). We're just looking for personal histories that could give other current or ex-St Anne's students a taste of what it was like to be at St Anne's in an array of different times.

On an ongoing basis I hope that it will be something current students can read to learn about college history and relate to our alumnae, as well as for alumnae to get a feel of what college life has become. It could also benefit prospective applicants who could get a feel for college life and be convinced to choose St Anne's!

There are a host of great things to be heard and I think it would be a real shame if we didn't record them somewhere for future St Anne's students as well as for ourselves.

Sanaa, it seems fitting that we should have a female JCR President for the first time in several years in this, the centenary year of women's degrees. What made you want to stand as JCR President?

A leadership position like JCR President is something that, I think many of my friends would agree, isn't something I would usually go for, but the great thing about St Anne's is that the environment is so welcoming and accepting that I felt even though I was a quieter person, my ideas could make an impact on



Describe St Anne's in one word:

Home

Describe St Anne's in one word:

Open

Sanaa Mughal and Vice President Bilal Aly attend a formal hall, 2020 style!

the student community and offer a unique (female and PoC) perspective. I think it is important to have a good gender balance on a JCR committee because the JCR Committee represents the student perspective and thus should represent the population; that being said not all the positions on the committee are intended for a specific gender and your identity in general shouldn't impact the qualities you as individual can bring to the committee!

What would you say to other female students who may be reluctant to run for leadership positions?

There is nothing stopping you! Listen to the part of you that is telling you to go for it - that's the part of you that knows you're an exceptional individual and has the qualities that would make a good leader.

You may not have all the qualities going into a certain position, but that's how you learn and progress, and show others what you are capable of. It's important that we don't ignore the gender inequalities that still exist within the world of work, but we must strive to still run for higher positions to break this glass ceiling we face as females.

Our current Principal, Helen King, is also a St Anne's alumna as well as being an inspirational head of house. Are there any other St Anne's alumnae you've encountered or are familiar with who you felt were particularly inspirational?

Amy: Taking part in a few SAS meetings introduced me to lots of inspirational alumnae but working with Stella has been particularly inspirational.

Collaborating with the SAS has grown my drive and confidence as I can see our efforts come to fruition. Stella is to be thanked for a lot of this motivation. As head of the SAS she balances a lot whilst still making time to talk through our work together and just check in.

Working with Stella and other SAS members was another push to gather as much as I can for the personal history product as I learn about what they've done post-college and the experiences they had at St Anne's.

Sanaa: I haven't yet had the opportunity to have any direct conversations with alumnae given the pandemic, but I am very much looking forward to working with Stella and Amy to strengthen the relationship between the JCR and the SAS!

I think it's really important to have this point of contact for opportunities but also to reminisce on how St Anne's has changed over the years.

One alumnae who I find inspirational is Mike Danson, who back in his day, was also the JCR President and now is the CEO of GlobalData Plc as well as a director of many business groups. The Danson Foundation which he established offers a large range of internships for St Anne's students each year and is something unique to St Anne's.

It goes to show that once a Stanner, you're always a Stanner and there to help those who come after you.



Temporary structures were erected all over college to provide more space for socialising

2020

In The Time of Coronavirus

Over the course of 2020, St Anne's was at times emptier than it had ever been – but, at others, the host to more students than would ever usually remain in College over the vacations.

For various reasons, from international travel restrictions to financial hardship, the usually-quiet period in between terms saw our catering and housekeeping staff working hard to look after those who remained in residence.

Here, two students describe what it was like to be a long-term resident at St Anne's in 2020.

Chloe Fairhurst

Could you tell us a little bit about your background – how did you end up at St Anne's?

The first time I came to Oxford was January 2018 for a Maths Conference for Girls day. I hadn't thought about applying to Oxford before that - I hadn't really even thought about which universities I wanted to apply to at this point, but also, "people like me don't go to Oxford". Where I'm from, a lot of people don't even go to university. However, I clearly enjoyed this maths day so much that I made it my mission to get into Oxford. I went back to Sixth Form and immediately got in contact with my Personal Tutor. She supported me from the start, and her support in my application and her belief in me was really encouraging and empowering. She really invested herself into supporting me and I cannot thank her enough for it.

You returned to college earlier than some of your peers in Michaelmas Term – how did you find College under these unusual circumstances? What was the atmosphere like?

College grounds were very quiet and there really wasn't anybody about. The only people around were the porters! Luckily all the porters are very nice so

this wasn't an issue. I also really enjoy my own company so that wasn't a problem at all. As we neared the start of term I occasionally bumped into more staff members I recognised (such as Sheila Smith!), so it was nice to see some familiar faces in this strange period.

Do you feel that St Anne's has been supportive of students during the coronavirus pandemic?

Yes. Especially over the winter vacation. College have heavily subsidised accommodation for students who are required to self-isolate, as well as reduced room prices for students that would like to stay in College during the vacation. This financial aid is extremely helpful especially as someone who receives no support from home. My return to College early would not have been possible without the support of St Anne's and I cannot express my gratitude enough for it. In addition, there have also been practical resources, such as volunteers to deliver books to isolating students and welfare services, to aid student life during the pandemic.

What made you want to apply to St Anne's in the first place – what about it appealed to you?

I did not apply to St Anne's. I had applied to Worcester as I was fortunate enough to attend the UNIQ summer school in 2018 and stayed at Worcester - it was therefore the only College I had ever visited before applying to Oxford (since I didn't have the resources to attend any opening days). My reasoning for applying to Oxford is because as soon as I arrived here for the first time, I immediately felt a sense of belonging and like I was at home. The atmosphere in Oxford is buzzing with energy and I just felt like it was the right place for me. I am ecstatic that I ended up at St Anne's. I wouldn't want to be anywhere else.

What would you say to students thinking of applying to Oxford who are worried that they may not fit in?

Oxford welcomes students from all backgrounds and does not discriminate against anyone. Believe in your abilities and you will go far. Apply anyway - you've got nothing to lose and everything to gain. You can't get into Oxford if you don't apply! All the current Oxford students were once in your position, so we know exactly how you feel. I want you to know that it's normal to feel this way, but do not let it stop you from achieving everything you've ever wanted.

Shivani Chauhan

Could you tell us a little bit about your background – how did you end up at St Anne's?

I was born in Bijnor district of the northern Indian state called Uttar Pradesh and was brought up by parents who cultivated a deep passion for language (including literature) in me and encouraged an inquisitive outlook on human life. This family background has been a driving factor behind career choices at a later stage in my life.

After an undergraduate in Electronics and Communication and a diploma in German from Banasthali University, Rajasthan, I completed masters and an MPhil in German literature from Jawaharlal Nehru University, New Delhi in India. Along with these courses, I also attended the University of Weingarten, the University of Wuppertal and the University of Freiburg as a guest scholar in Germany. After learning the basics of research in German-language, there came a point when I wanted to share my ideas in the English-speaking environment as a way of connecting with a broader public. Oxford was my first choice and a dream. I was offered St Anne's by the University in a process of college allocation.

You spent a lot of time in College this year due to the coronavirus pandemic affecting your return home – how did you find College under these unusual circumstances? What was the atmosphere like?

When in March 2020, the situation began to exacerbate in the wake of pandemic and it became increasingly difficult to return home due to travel restrictions and the danger of contagion, in order to mitigate the risk, the college decided to move us from the RSH in Summertown to the RDB on the Woodstock road at college's main site. Although we were suddenly thrust into an atmosphere of ambiguity, witnessing the unfolding of events under these extraordinary circumstances has been unforgettable. While there was a miasma of uncertainty and worry owing to a spike in the COVID-19 cases, a spirit of solidarity and comradeship was also clearly perceptible among students and the staff. For instance, I recall the enthusiasm among fellow students and the staff members for giving a helping hand to each other while loading and unloading the belongings from college vans on our way to the RDB. Albeit

maintaining a necessary distance, these warm and friendly faces conveyed an untold, yet deeply-felt message that 'we are together in this'. And yes, there was also an ache of not having said a proper goodbye to those who left in a hurry. Furthermore, even though it was initially chaotic because one had to forgo original plans for research, travel and life in general, it was also truly inspirational to see others go beyond the call of duty to support the college community.

Do you feel that St Anne's has been supportive of students during the coronavirus pandemic?

I think that the college has been remarkably supportive and resilient under these exceptional circumstances. Whether it was Sally's tireless dedication to our research (accepting book purchase requests and diverting them to our RDB address even before library cataloguing), Clare's assurance to go an extra mile in order to provide library services during the transition period or Duncan and Lauren's contribution to keep college library operational, Helen's comforting and informative words in those regular emails, Jay's generous concern about student community's health and well-being in 'Be Well-Do Well' messages, Sheila's kind gestures of care, dining staff's admirable efforts in preparing regular meals, scouts and hygiene workers' valuable role in keeping virus-prone surfaces immaculate in college buildings, college gardener's impressive garden upkeep and hard work for offering us a green oasis in these gloomy days, porters' fantastic 24*7 security services at the lodge, and a number of other members who worked diligently on the transition of welfare and administrative services and whom we never came face to face, they all contributed to the college's indefatigable spirit and to quote Helen, made St Anne's 'supportive, collaborative, multidisciplinary, rigorous, ambitious and outward facing' in these exceptional times.

What made you want to apply to St Anne's in the first place – what about it appealed to you?

Since the application process for a DPhil felt like an Augean task to me and I was far too busy with the interview preparations for scholarships, I let the university decide a college for me. By



a stroke of luck, I was given St Anne's. Now from the hindsight, I cannot even imagine my Oxford existence/identity without it and it is an outstanding college because of all the appealing reasons I mentioned in my last two answers.

What would you say to students thinking of applying to Oxford who are worried that they may not fit in?

I think that trying to 'fit in' would be the last thing that Oxford would inspire you to do. For, in my experience, it a marvellous community of unique individuals from different walks of life (in terms of nationality, religion, class, sexual orientation, beliefs and so on) that has learnt to embrace diversity and respect differences like very few places in the world. Moreover, since this university is a fascinating realm for the discovery of original ideas, it will welcome and nurture your very unique viewpoints from those lesser-known corners of the world. And you will also meet many kindred spirits who might appear so-called 'foreign' at the first-impression of their nationality, race or colour. So, in my view, 'fitting in' should be the least of your worries while applying to Oxford.



Careers Support

At St Anne's we inspire and challenge our students to fulfil their academic potential and prepare for future careers. In order to help build up their readiness for the future, many of our alumnae are involved with our careers network activities. Career workshops are held throughout the year where alumnae discuss a specific aspect of a sector or what life is like within a certain field.

At other times, the programme focusses on sessions that will be of most benefit to students.

With most applications for graduate programmes, internships and jobs due prior to Hilary Term, the focus is on CV Clinics in the autumn. Alumnae host sessions either in-person in College or via Skype or Teams.

This year, of course, everything was online! During Hilary term, with most applications having closed, students are usually gearing up for their interviews. As such, a new series of Interview Skills workshops has been started, which provide interview practice and the opportunity to ask alumnae about their career, what happens on a daily basis within their role, etc.

Adam Carley

(English, 1996)



When did you first reconnect with St Anne's and why?

I returned the contact details slip that came with The Ship and I've been on the email list ever since. I just wanted to keep in touch. I really enjoyed St. Anne's and I have fond memories.

What has been your path since leaving St Anne's?

Although I studied English at St. Anne's, I was pretty clear by my final year in 1999 that I was interested in business and this internet thing. However, first I spent a year in Japan at Daichi University as part of their programme with St. Anne's.

I started my career with Accenture in their UK strategy practice, then did an MBA at the Kellogg School of Management, where I met my wife. That led me to settle in the USA, first in Chicago and now in Atlanta. I did more consulting with McKinsey & Company and then worked for The Home Depot in their online team. Back in 2013, I joined a "venture studio" where I helped to start a software company, Clutch Technologies, that pioneered subscriptions as a replacement for owning a vehicle.

I'm still with that company, where I lead the product management and marketing team.

What is the main piece of advice you would give to current students?

On CVs, be succinct and feature your main selling points prominently. Hiring managers invariably "skim read" CVs, so write your story to be effective when read in that manner. For major items of work or professionally relevant experience, use a one line summary plus up to three bullets of supporting evidence. You will communicate more effectively and you show me that you can exercise judgement as to what matters most.

Beyond that, explore what's out there, try things and be open minded. Some of my friends have pursued the exact careers they planned at St. Anne's but others have ended up in very different, often interesting places. You don't have to figure out everything before you graduate (or even before you turn thirty!).

What made you want to support St Anne's with CV clinics?

I responded to a request for mentors to help current students with their CVs. If there was a need, I thought that I could probably help and that it might be both fun and rewarding. As well as doing reviews of CVs over the last couple of years, I provided coaching for a couple of St. Anne's entries to the All-Innovate entrepreneurial competition last year.

What is your advice to anyone who might want to help students with careers or offer internships?

Do it! Unless you are actively involved in graduate recruitment today, you may not realize how valuable your perspectives and advice will be to a current student.

Contact development@st-annes.ox.ac.uk to find out how to get involved.



Internships

During the long vacation, St Anne's offers many different internship and scholarship opportunities that are open only to St Anne's students and provided by St Anne's alumnae or friends of College. These include opportunities at ByBox, Delta Holding, the Mitsubishi Research Institute, CQS, Whizz Education, the Year in Japan scheme and funding through the Vacation Laboratory Scholarships.

Danson Programme

The Danson Foundation was founded by Mike Danson (Law, 1982), and his wife Helen, to help support all students to achieve their potential, regardless of background. Through the Danson Foundation, Mike and Helen support our students through the funding of Oxford Bursaries and their Internship Scheme.



Adam Nicholls

(Computer Science, 2017)

Whizz Education Internship

Over the summer of 2020 I joined an organisation called Whizz Education that develops and implements a virtual tutoring platform called Maths-Whizz in schools all over the world. I was placed in the Education Department (responsible for ensuring that the tutor is being deployed and used successfully by schools) in a software development capacity, which aligned well with my degree and previous experience. I worked closely with the Director of Education to develop new prototype tools that would assist many members of the Education Department in the monitoring and managing of schools that use Maths-Whizz. This was done by processing large amounts of data (from up to hundreds of thousands of students) and presenting it in more digestible, useful, and insightful ways.

The internship was 8 weeks long and took place entirely remotely, and I was provided with a laptop that I worked from for the full duration. My manager provided me with excellent onboarding resources when I joined, which helped me get up to speed quickly, and had prepared a comprehensive project brief document. This meant the internship was well structured and had clear goals, but it did not prevent us from being flexible with the direction we went or the timeframes involved if we felt the need to. My manager and I had regular meetings (probably 3 per week on average) where I could give updates on my progress and ask for any guidance or help that I needed. He was always very responsive to emails and was happy to have meetings at short notice for any little things that came up, which was extremely helpful.

The main impression I will take away from this internship is the experience of working from home. I found it to be significantly less stressful than commuting to and working in an office, and it brought great benefits to my life outside of work (though that is not to say there were no downsides). When I come to look for a job after graduating, I will certainly have a greater preference toward opportunities that allow for a blend of home and office working - or ones that pay well enough to allow me to live within a very short commute. I very much enjoyed the internship, and I attribute this to having an excellent manager, a suitable project to work on that was challenging but not beyond my capabilities, and to being exposed to a domain I have not worked in before (education). I feel that the internship has given me greater confidence in my desire to work in a technical or software development role when I graduate.



Jenna Colaco

(Classics and English, 2018)

Danson Foundation Virtual Internship at the New Statesman

As part of my internship at the New Statesman, I completed several main tasks. Along with Natalie, my mentor, I did background research for the editor-in-chief for an interview he was going to conduct. I also helped to research a project for the Spotlight supplement around the topic of the future of the workplace. My personal projects were researching and writing my own articles, one of which has been published on the New Statesman website. As part of the research I compiled a list of companies that the New Statesman could reach out to and also curated a list of op-eds. My greatest achievement was publishing my first national article. I wrote about a topic I feel really passionate about, education. As part of the writing process, I found the feedback I received on my writing was the most beneficial thing for my writing development. I think the least beneficial thing was the fact that a lot of the Zoom group catch ups were really difficult to communicate in, but that is a Zoom issue – break out rooms were provided, and were really good.

My favourite workshop was the CV workshop, which was particularly interesting and gave me lots of helpful hints. I will make sure to edit my CV with all the new advice. I also liked speaking to Carrie Longton because she had a lot of insight to share and also was very open about things which were difficult. I would be really interested in a journalistic or copy writing job within the company once I finish university. I would also love to speak with other students about the internship programme and share my experiences. I really benefitted from my internship and would really encourage others to apply for one because it is so important to get experience working before you graduate.

My internship with the New Statesman, overall, was brilliant. It is excellent experience for anyone interested in journalism. It was great for my personal development as a writer because the feedback on my article was so good and made me reconsider the way that I structure my writing.

The Senior Common Room

St Anne's College is an educational charity. The Governing Body is composed of the Fellows of the College who are also the charity trustees; it meets five times a year to review strategic issues and is made up of the Principal, 39 Official Fellows, 12 Professorial Fellows, 11 Supernumerary Fellows, and five College Officers. Governing Body approves all strategic decisions and changes to College ByLaws and Regulations, and delegates the executive management of the College to Council, a body of 12, the majority of whom are academic Fellows. St Anne's has JCR and MCR Representatives on all its committees except Investment Committee and Remuneration Committee. Governing Body is supported by 45 College Lecturers, 18 Research and Junior Research Fellows and nine Supernumerary Fellows.

Our academics' awards and achievements:

Dr Natalie Ares, Research Fellow in Materials Science, has been awarded a prestigious ERC Starting Grant. These highly-coveted awards, funded through the European Union, are each worth more than 1 million euros and allow researchers to build their own teams, carry out pioneering research, and expand learning into exciting new areas.

Natalia's project is called "Quantum Thermodynamics in the Solid-state".

Professor Bernardine Evaristo, Honorary Fellow, was elected to her position by Governing Body in December 2020. Professor Evaristo is Professor of Creative Writing at Brunel University and an internationally acclaimed writer of poetry and prose; her eighth book, *Girl, Woman, Other*, won the 2019 Booker Prize, making her the first Black woman and the first Black British person to win the award. The novel was translated into 35 languages and was one of Barack Obama's 19 Favourite Books of 2019.

Professor Todd Hall, Tutor in Politics and Associate Professor in International Relations, was awarded the professorial title in the last Recognition of Distinction exercise. Professor Todd also took up a new post as Director of the University of Oxford China Centre.

Professor Julia Hippisley-Cox, Professor of Clinical Epidemiology and General Practice and Fellow, was awarded funding for a new project to determine the risk of infection and death from COVID-19 in individual ethnicity groups. Working as part of a team with the Primary Care Epidemiology Group, Professor Hippisley-Cox is leading a project using Q-Research data to describe patterns of COVID-19 disease and death according to ethnicity, with statistical modelling utilised to understand these differences. Their study is part of a £4.3 million investment from UK Research and Innovation and the National Institute of Health Research into research to understand the links between COVID-19 and ethnicity.

Professor Patrick Irwin, Professor of Planetary Physics and Tutorial Fellow at St Anne's, has been working with NASA on modelling for a new instrument, the Advanced Ice Giants Net Flux Radiometer, for possible inclusion in a future atmospheric entry probe to Uranus. In collaboration with Dr Shahid Aslam, Dr Conor Nixon and several others at NASA/GSFC, Professor Irwin has been modelling what a new instrument might see and what selection of spectral filters will optimise the science return.

Professor Kristen Kreider, Tutorial Fellow, has been appointed to a Professorship in Fine Art at the Ruskin School. Professor Kreider will head the Ruskin School for the next three years.

Professor Liora Lazarus, Fellow and Tutor In Law during the 2019 – 2020 year, was awarded the professorial title in the last Recognition of Distinction exercise. Professor Lazarus has since taken up a Professorship at the University of British Columbia.

Professor Simon Leedham, Supernumerary Fellow and Director of the Centre for Personalised Medicine, has been appointed to the Professorship of Molecular and Population Genetics in the Wellcome Trust Centre for Human Genetics, Nuffield Department of Medicine. He took up the post on 1 October 2020.

Dr Daniele Nunziata, Stipendiary Lecturer in English, has published a book, *Colonial and Postcolonial Cyprus: Transportal Literatures of Empire, Nationalism, and Sectarianism* (Palgrave, 2020). The book analyses colonial and postcolonial writing about Cyprus, before and after its independence from the British Empire in 1960.

Professor Sally Shuttleworth, Senior Research Fellow in English, secured a prestigious social sciences funding award in association with TORCH for the Contagion Cabaret for Covid project, which she led. 'Interweaving songs, scenes from plays, and short extracts from newspapers, the production explored the social history of contagion while responding sensitively to the current crisis', explained Sally. 'We drew on medical researchers, who are now working in the front line of COVID-19 defence, to give short talks on the medical and social issues we are confronting, while humanities researchers offered historical perspectives on responses to pandemics.'

Contagion Cabaret for Covid was part of TORCH's Big Tent project in the summer of 2020.



Meet our Fellows

Professor Bernardine Evaristo

*Professor of Creative Writing at Brunel University
and Honorary Fellow of St Anne's*

What made you want to accept an Honorary Fellowship at St Anne's?

It was a pleasure to be invited and a responsibility to accept this Honorary Fellowship. It's so important for people of colour, more specifically black people to participate at every level of our society including assuming positions within the most prestigious institutions. The conversations around equal access and diversity continue at Oxford and I see my role as part of the college's commitment to becoming more progressive and inclusive.

You have received numerous prestigious awards. Which was the most important to you and why?

I really do value all of my honours and awards. I've just become the President of my first alma mater, Rose Bruford College of Theatre and Performance, following on from the first President, Richard Eyre. I trained there as an actor on its Community Theatre Arts Course 1979-1982 and it was the making of me as a socially-conscious, experimentally-daring theatre-maker and creative artist. A lot has changed in our society in the intervening decades from when I was a student, with almost no black female role models in the arts, and this appointment is testament to the cultural shift.

I loved my time at the College, which had around 200 students and my year consisted of about 22 drama students. We had classes from 9.30 to 5pm daily and you had to show up or you'd be kicked out - no skiving. I was taught by brilliant tutors, many of them female theatre directors, who were blazing a trail running their own women's theatre companies. I also became a lifetime Vice President of the wonderful Royal Society of Literature this year, which

is special because before I became a Fellow in 2004, I would have sworn blind that I would never be thus honoured by them. Today the RSL is blazing a trail for inclusivity and it's good to be a part of it.

In December of 2020, you kindly took part in an online event with some of the Black, Asian and minority ethnic members of St Anne's. Could you tell us a little about this - what do you think are the benefits of events like these? What part have role models played in your life and success?

It was so enjoyable to talk to you and your students and to share my story and perspective, as well as listening to their probing questions and observations. My earlier role models tended to be viewed at a distance. As a young woman in the eighties, I looked up to African American women writers such as Toni Morrison, Ntozake Shange, Audre Lorde and Alice Walker. They showed me that we could place ourselves at the centre of our narratives and tell our own stories in our own way. Many people have influenced me on my journey through life but I have to say that I am a fan of Barack and Michelle Obama. There's a lot to learn from them about how to defeat the odds with grace, intelligence and power. I also look up to Tracy Emin and Grayson Perry because they are so resolutely themselves - complete originals - and amazing artists. Margaret Atwood should be a role model for every writer because at 80 her creativity, originality and productivity are not only undiminished, but positively flourishing. So many more...

What do you hope to achieve as one of our Honorary Fellows - what can we achieve together?

I'm looking forward to inspiring the students



and to showing them that they can achieve success, however they might individually define it, beyond their wildest dreams, regardless of their backgrounds and starting points on this journey through life. The college needs to be diverse and inclusive at every level from staffing through to the student body and the curriculum.

What would you say to black or minority ethnic students who may worry that they won't fit in at Oxford or at St Anne's?

That they have as much right as anyone else to be at the College and that they will find their friendship groups and support networks. They, and all the other students, have the agency to shape the culture of the student body so that there is a place for everyone.

What is your advice to students wanting to work in the arts or wanting to have a career as an author?

People who embark on a career in the arts are often sailing off into the unknown, unless they come from families who work in the creative industries. It's a viable career choice with so many options, and tremendously rewarding. Nothing beats feeling passionate about your vocation rather than choosing a job that's unfulfilling but which ticks the external markers of success. It's important to honour the creative gene if you have it and to pursue your dreams. I've been doing this for forty years and have no regrets.

Dr Hannah Simpson

*Rosemary Pountney Junior Research
Fellow in British and European Drama
(1890 – Present Day)*



You've recently joined St Anne's – could you tell us a bit about your background?

I grew up outside Belfast in Northern Ireland, and was state school-educated before coming to Oxford to study English and French at St Hilda's. Then I went to Boston University in the US for two years for my MA in English and American Literature – and loved Boston, and very nearly didn't come back! But then I did my DPhil here in Oxford, supervised by the wonderful Susan Jones, who was well worth returning for: I couldn't have asked for a better PhD experience. After graduating, I floated around teaching at a few different colleges before coming to St Anne's.

What have been your first thoughts about St Anne's since joining?

I was mostly just so delighted to be here that I didn't have space for many other thoughts! It was strange that, despite having been at Oxford on and off for some time, I still felt very much a newcomer again on joining another college – but the teaching and support staff were very welcoming. And the food, my goodness. I never got all the fuss about Oxford food until I came to St Anne's. I keep sending the kitchen's Instagram page to friends, to show off.

You teach our English undergraduates – could you tell us a little about your major teaching areas and what the undergraduates are learning about?

I teach across the nineteenth, twentieth, and twenty-first centuries, which means I primarily work with freshers and finalists. I've been working with the St Anne's first years on literary theory, which is one of my favourite modules to teach, because it's so relevant not just to the work we do 'within the university' but to the outside world as well: conceptions of gender, race, and sexuality, and questions about 'high' and 'low' culture, how far we can trust our own language, and who gets to take on cultural or interpretative authority in our society. J. K. Rowling has been a constant touchpoint this term, for example! I'm also supervising some really fascinating finalist dissertations, on topics

including the contemporary television, mockumentary, 1980s AIDS theatre, the Royal Court's Windrush Generation plays, a 'conchology' of female modernist poetics, and my old friend Samuel Beckett and his strange onstage bodies.

Your post is funded by the legacy of Rosemary Pountney. What does it mean to you to hold this post?

It's significant beyond words for me. Rosemary Pountney's legacy – as a scholar, an actor, and a colleague – stretches very far within Beckett Studies and the wider theatre community, and I'm honoured to be associated with her name.

What are you researching at the moment?

The Fellowship is allowing me to work on three main theatre research projects. I'm finalising a monograph on the staging of physical pain by post-WWII Francophone playwrights, and I'm midway through a second monograph on Samuel Beckett and contemporary disability performance. I'm also beginning work on a new project, looking at the forgotten or 'unexpected' plays of modernist authors we more typically consider novelists: Virginia Woolf, E. M. Forster, George Orwell, Flann O'Brien, James Joyce, and Elizabeth Bowen. As an early-career researcher in the present job market, the opportunity to work on these large-scale projects is invaluable.

At a moment when we're seeing English and Theatre departments cut across the country, to the detriment of students and scholarship alike, the Rosemary Pountney Fellowship testifies to the value of continued and properly supported theatre research and teaching.

It's also a joy to work with the students at St Anne's College and across the University of Oxford. There's a real passion for modern and contemporary drama among our undergraduates and, without a specialised Theatre department and with few dedicated Drama teaching posts, the Rosemary Pountney Fellowship plays a crucial role in ensuring the provision of theatre teaching and supervision.

I'm working with students on some extraordinary theatre and performance dissertation projects: 1980s AIDS theatre; Beckett's disembodied female voices; the politics of "contemporary absurdist" theatre; intertextuality in the Astaire-Rogers film cycle; mockumentary television; female madness in Tennessee Williams's plays... There's rich and exciting theatre and performance scholarship going on at the University of Oxford, and the Rosemary Pountney Fellowship will help it thrive!





Treasury:

The Impact of 2020 on College Finances

John Ford, Treasurer

The first national lockdown occurred in March, by which time most of our undergraduate students had gone home. International students, who originally were keen to stay in Oxford over the Easter vacation also became anxious about returning home. The most immediate impact of the pandemic was therefore the collapse of our conference business. Luckily many of our regular conference clients still wanted to hold their events in St. Anne's when regulations allow, so many of the bookings have been rolled forward to later in 2021. However the ongoing lack of conference and event income made a significant dent in college income that has not been replaced. The stock market collapse towards the end of the month caused a short-term blow to the value of the endowment, down around 15% at its lowest point, although it is now close again to its previous level.

A more permanent effect was the collapse in dividend income. This provided the college with the final incentive to move from an income only investment strategy to total return, allowing us to use some of the accumulated gains of earlier years to supplement income. It also allowed the college to divest from fossil fuel, mining and weapon manufacturing stocks in line with the results of the investment review covered in the last edition of the review. Teaching in Trinity Term was all online meaning that accommodation income from March to July was negligible.

The new academic year saw an increase in undergraduate numbers. Fears that international students would not want to travel turned out to have been misplaced, many of them braving the requirements

of quarantine and unreliable travel connections to take up their places. The cost of dealing with the pandemic has continued into the 2020/21 year. It ranges from the need to adjust the physical fabric of the college, such as providing marquees and finding additional accommodation to cater for the creation of defined student "households" and social distancing, to financial support for increased student hardship. There is also the increased need for welfare support, as the stresses and strains of social constraints take their toll. The requirements of social distancing have also seriously impacted demand for college catering.

An encouraging achievement despite all of this has been the success of our Development Team under the new leadership of Edwin Drummond. Their efforts, in conjunction with the immense generosity of our alumnae and friends, have been invaluable whether through supporting targeted COVID-19 welfare costs or contributing to the increased costs of running the college. The college was also able to make use of the Coronavirus Job Retention Scheme, which now continues to April 2021. It was also able to apply for support from the Colleges Contributions Scheme, where some of the higher endowed colleges fund some of those less endowed.

Through all of this the college has kept a tight rein on expenses and its cash. We have been prudent in maintaining relatively high levels of cash reserves which have stood the college in good stead. Although the outlook remains very uncertain we are optimistic about the return of the college to some form of normality later in 2021.

Staff

The College thanks all the full- and part-time support staff who provide valuable domestic, administrative and technical services and facilities to enable the College to function successfully on a daily basis. 2020 has been a particularly demanding year for students and staff alike, and the need for welfare provision

has dramatically increased. Thanks to the generosity of our donors, we have been able to retain Kirren Mahmoud, who stepped in as Maternity Cover in early 2020, for a further year and thus double our welfare provision.

Kirren Mahmoud

Dean of Welfare



You came to St Anne's in 2020 as maternity cover for our Dean of Welfare, Rachel Busby. Can you tell us a little bit about your background?

I have a background in Psychology and have worked in mental health services and community development for over 13 years. I'm particularly interested in evidence-based psychotherapies including CBT, Solution Focus Therapy, and Systemic Family Practice. In fact, I studied Family Therapy at IAPT PG Diploma level at KCL in 2015. I lived in Malawi for a year where I worked for a children's centre and social enterprise – it inspired my love of travelling and got me interested in the early years and international development. I was the Project Lead of an innovative mental health service that was piloted across the Domestic Abuse sector.

Finally, as a second generation British Pakistani woman from Yorkshire I've always taken a keen interest in intersectional disadvantage. As a Community Development Worker in CAMHS I worked to address inequalities in mental health provision and tackle the systemic and structural factors that lead to poor overall mental health outcomes in BAME communities and an under-representation of BAME service users.

We've had a very unusual year, which has placed particularly high demand on our Welfare Team. Thanks to the generosity of our donors, we've been able to keep you at St Anne's for another year, doubling our welfare provision. Can you explain what pressures you – and the students – have been under this year?

The challenges faced by both staff and students has been two-fold. The welfare team have had to support our students with problems that were directly related to the pandemic, such as taking measures to mitigate the transmission of COVID, and ensuring students had everything they needed to comply with self-isolation rules whilst remaining as comfortable as possible. Unsurprisingly however, we also saw a significant rise in general welfare need from the indirect impact of COVID.

Going away to university is an important milestone that grants us the opportunity to individuate further. The request to go home for the foreseeable future elicited feelings of disappointment for many – particularly for the freshers. Additionally, isolating with family members in extremely restrictive circumstances became quite intense for some.

Unsurprisingly I saw an increase in the number of students dealing with family tensions and arguments. The impact of the pandemic on domiciliary care and the additional workload on parents meant that some students had greater demands and responsibilities to deal with at home, in addition to their studies.

It became evident that although all our students were in the same storm, they certainly weren't in the same boat. Lockdown seemed to be exacerbating issues of disadvantage/inequality, making it a far more stressful time for some over others. Some of our students had inadequate space/resources for studying from home for instance and were worried they would not be able to participate with their learning in the same way as their peers.

The lockdown and isolation restrictions started taking a significant toll on mental health, particularly for those with pre-existing vulnerabilities. Students isolating with nothing but work seem to be getting into unhealthy patterns with work/life balance; OCD traits and perfectionist habits. There was also a significant rise in general anxiety levels and depression.

Overall, the welfare team had to work quite creatively and with great flexibility in order to respond to these unprecedented challenges in any meaningful way. Staff members had to work around the clock to continue business as usual in a changing crisis whilst taking on additional tasks such as setting up new systems and managing COVID duty cover.



What's been a typical day for you as Dean of Welfare in 2020? How has it differed from a day working in welfare at Jesus College in the dim and distant days of 2019?

From one perspective I feel I didn't get to experience very many typical days as I started in late January and we were in a lockdown by March. I have some vague memories of lovely lunches. 2020 was very eventful and each day involved adapting quickly to support students with the concerns of that week, be it Covid, Black Lives Matter, Brexit, the US election or climate change.

On a typical day I meet (virtually on MS Teams) with a lot of students to understand and help them with their concerns. Sometimes it might just involve active listening and offering a reflective space. Other times I may offer advice, self-help resources and psychoeducation and/or signpost them to other professionals/services who would be more appropriate for their needs. I also communicate with students over email and address all queries related to wellbeing and welfare.

When I'm not directly working with students, I collaborate with colleagues from our welfare team and external stakeholders in order to signpost more effectively and obtain advice.

Finally, I spend some time planning for universal activities and events for all our students that raise awareness on important issues related to wellbeing and welfare as well as promote positive mental health and resilience. During Michaelmas Term for instance, I delivered a seminar on 'Beating the Covid Blues' and during Trinity Term I circulated some 'worthwhile things to remember' for National Mental Health Awareness Week.

What changes would you like to see to ensure better welfare support in future?

From an analysis of my contacts with students this year, it is evident that most students who approach the Dean of Welfare report struggling with Mental Health issues the most- 60% of the students I worked with during Hilary Term; 81% during Trinity and 62% during Michaelmas Term. It exceeds any other issue that students report struggling with.

Just like you wouldn't wait until you've become physically ill before adopting positive lifestyle changes to improve your physical health, in the same way we should be encouraging our students to adopt positive lifestyle choices that we know from evidence support good mental health.

St Anne's already have a wonderful motto, Be Well Do Well, and hold termly seminars. If the welfare team could work more closely with our student committee members to review and plan more universal activities/events that raise awareness on 'public mental health' whilst also supporting the wellbeing of our student body, then we will see a greater number of our students graduating as well-rounded and resilient individuals.

'Be well, do well'

Library

When the first national lockdown started in March, the Bodleian Libraries launched an initiative to “Keep the University Reading”. With their buildings closed this meant expanding their digital services - more e-books, working with publishers to arrange temporary access to online collections, and more online reading lists.

Meanwhile across the closed College Libraries, staff wondered how best to support students when our main role is to provide access to physical books and access to study space, complementing the normal provision of the Bodleian. The timing of the lockdown announcement worked in our favour as many St Anne’s students had already borrowed the books they needed for the Easter vac.

We were able to answer some requests by helping students to find books online in freely available collections such as the Internet Archive (<https://archive.org/>). In some cases we ordered new books to be delivered directly to students at home, and in others we asked the Bodleian to purchase e-books which we paid for with our CLeF (the College Libraries e-book Fund) contribution. This fund enables College Libraries to purchase e-books wanted by their students, with the Bodleian setting up access and managing the licence arrangements so that all University members can use the title.

Whilst these measures were sufficient for the Easter vacation, our bigger worry was how to support our students adequately through Trinity Term. In Trinity 2019, we loaned 2,519 titles and fulfilling a similar demand through new orders or e-book purchases was clearly not feasible.



We were reluctant to order too many duplicate copies for delivery to students when we already had copies on the shelves, and e-books could be prohibitively expensive. For some subjects, particularly in the Humanities, a lot of recommended reading is simply not available online, and we were also aware that many students find it difficult to read online for sustained periods.

As Trinity Term started and the rise in Covid-19 cases started to slow, we took the decision to allow one member of staff to go into the Library twice a week. We were then able to provide postal loans and scans of book chapters to students studying remotely, as well as a book retrieval service for the students still living on-site and for our academic staff. One trusty team member even provided a delivery service to students living out if their address was on or near his bike route home!



The one thing which we could not replicate was access to study space and the atmosphere of studying in the Library itself. As restrictions eased further over the summer, the whole team was delighted to come back into College and to prepare to re-open the Library in October. All of the desks were measured for social distancing compliance and the number of study spaces was cut from 150+ to 86 (thanks to the Tim Gardam Building this reduced number was still much higher than most colleges could offer); hand sanitisers and cleaning stations were set up; acrylic screens were installed; the 24/7 opening hours were reduced to allow a closed period for

the Scouts to clean and for the Library staff to reshelve books; and signs went up everywhere to remind users how to behave in order to stay well. It was a very different-looking Library which greeted the students for Michaelmas Term, but at least we were open.



We also had to operate in a very different way through the term. Our usual induction tours for Freshers were replaced with videos; the Library staff worked from the back offices rather than the reception desks; returned books were quarantined on trolleys for 24 hours before shelving; students were asked to fill in sign-up sheets when working in the Library in case they were needed for track and trace purposes; and face coverings were mandatory for anyone not exempt. With some students still studying remotely we continued the postal loan service, and we provided scans and a Click and Collect service for the students who wanted to avoid the reading rooms.

Thanks to student volunteers we were able to deliver books to safe collection points for students who were self-isolating. By the end of the term we had “kept the College reading” and received some heart-warming feedback from students who had appreciated being able to use the Library in person – a little hint of normality in a world where very little else has felt “normal” over the past year.

Finances

In a year where the impact of Covid 19 on College finances was keenly felt, careful management of expenditure and government support meant a surplus before depreciation of £1.1m [2019 £2.4m] was recorded, although considerably lower than last year.

After taking depreciation, the loss in investment valuations and other SORP adjustments into account, College has taken a £4.2m deficit to reserves. Investment valuations have recovered further since July 2020, but the ongoing effect of Covid 19 on College activities continues to give cause for concern.

However, the prudent maintenance of relatively high cash balances, from prior year surpluses combined with the balance of the Bond funds, continue to stand the College in good stead. Governing Body is of the opinion that the College has sufficient cash and reserves to run efficiently with day-to-day working capital being met by careful management of short-term liquid resources.

Summarised income

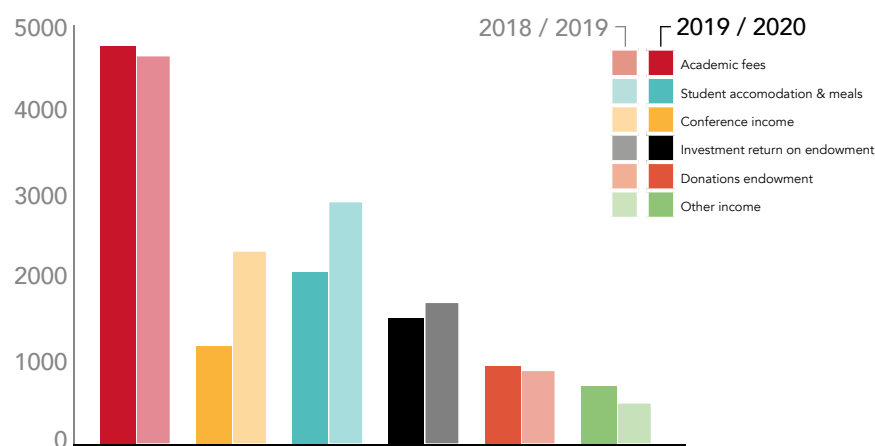
	2019-20	2018-19
	£000	£000
Academic fees	3,187	3,250
Student accommodation and meals	2,074	2,925
Conference income	1,185	2,334
Investment return on endowment	1,520	1,720
Other academic income	1,466	1,310
Donations endowment	672	546
Donations Annual Fund	44	182
Donations buildings	231	177
Other income	671	483
Research income	119	111
Events and sale of merchandise	12	34
Academic summer schools	26	-
	11,206	13,072

The table, graphically presented below, clearly demonstrates the effect of Covid 19 and the extended lockdown on three of the College's five main income streams, which lost £2.2m against the prior year. Cancelled conferences in the Easter vacation, were followed by closed and empty student bedrooms, Dining Hall, STACS and Bar during Trinity Term, and further conference cancellations during the early summer June-July period. Due to a strong conference performance in late summer 2019, conference income lost against prior year was limited to £1.1m, and student accommodation and catering income losses amounted to £0.9m.

The Covid 19 effect on the stock market meant that investment returns, in the form of dividends were curtailed, down £0.2m, combined with losses on investment valuations, by 31st July, amounting to £4.4m. The latter does not form part of operating income, but does serve to reduce College reserves. The graph also demonstrates where other income streams contributed to offset some of these Covid 19 losses.

Donation income exceeded last year by £40k, with a surge in donations to the Covid 19 Emergency Support Fund.

Covid 19 Impact on Income



Masked students work in the New Library

Other income benefitted from £0.3m of government grant in the form of the Coronavirus Job Retention Scheme (CJRS). 74 permanent non academic staff were furloughed on 100% salary between March and July 2020, representing 71% of College's domestic, support and fundraising staff. CJRS grant income was also received in respect of 28 furloughed casual staff.

Academic income levels were stable; fee income was maintained by the move to online tuition in Trinity Term. A small change to student mix meant fee income was reduced compared to the prior year, but recouped by the continued strong performance of the visiting student programme.

Summarised expenditure

College was able to control expenditure to a £0.5m decrease on the prior year; some savings were a direct result of lower revenue activity, others by concerted design. Staff costs rose by 3.3%, [2019 +5.8%] made up of an increase in academic, outreach and welfare staff, combined with a decrease in casual labour, due to the Covid 19 impact on the conference business.

With only a small number of mostly graduate students on site in Trinity Term, the operational costs of the domestic bursary were able to save £0.4m on supplies and services – from food to utilities, as whole buildings were mothballed.

Student awards and JCR/MCR support were reduced due to the inability to make use of travel grants, and the movement to online JCR and MCR events during the term, saving £84k combined.

Professional services' £0.3m reduction is mostly due to the prior years' one off swap unwind cost, although savings were made on training, development events and photocopiers. One positive side effect of the pandemic is that the College is moving towards a paperless administration.

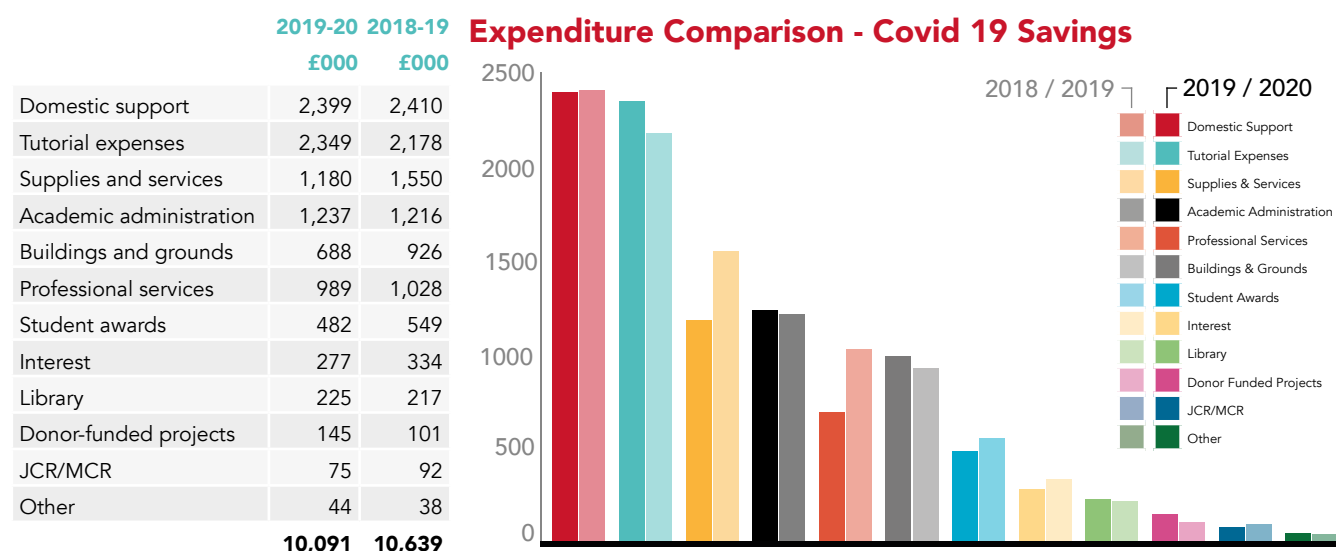
Tutorial expenses increased, as vacant Fellowship and Junior Research Fellowship posts were filled, further increasing the quality of research led tutorials. Academic Administration costs also increased, as welfare provision was increased.

Buildings and grounds expenditure was maintained, as the closure of the site in Trinity Term allowed an opportunity for essential maintenance to be completed. The additional cost in the category was

funded by a grant from the College Contribution Scheme, funding the completion of both the College's building condition survey and the College Masterplan, in whose context the redevelopment of the Bevington Road houses sits.

Donor funded projects saw increased expenditure from both the Oxford Comparative Criticism and Translation Research Centre and the Centre for Personalised Medicine, although planned events were moved online, generating savings against budget.

Finally, interest costs were reduced, as the cost of borrowing is currently limited to servicing the £10m tranche of the bond drawn down in the prior year.



Reconciliation to published accounts (FRS102 Charity SORP*)

The Annual Report and Financial Statements of the College are available on the Charity commission website <https://www.gov.uk/government/organisations/charity-commission>. There you will find further commentary on pages 16-19, with the full accounts and notes on pages 30-53.

Income shown = SORP Income	11,206	13,072
Expenditure shown	10,091	10,639
Operating Surplus	1,115	2,433
Add depreciation	1,411	1,455
SORP adjustments*	3,873	(1,262)
SORP expenditure & gains/losses	15,375	10,833
SORP (loss) / surplus	(4,169)	2,238

*1920 Statement Of Recommended Practice adjustments made up of: holiday pay provision £152k; investment management costs £195k; pension deficit reduction -£880k; £4,408k loss on investments.

*1819 SORP Adjustments made up of: investment management costs £200k; pension deficit increase £1,217k; -£2,341k gain on investments; £-51k swap unwind net of £288k cost reported in expenditure shown here.

Development and alumnae relations

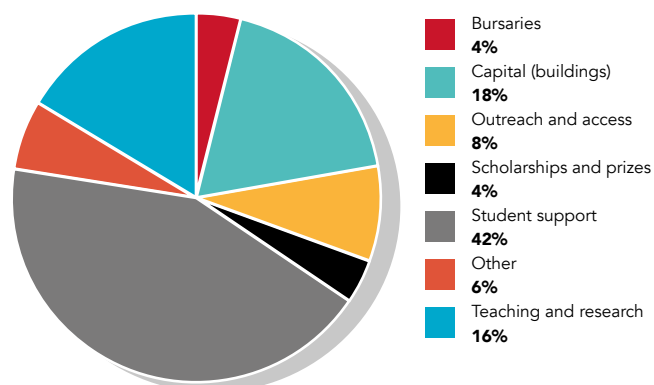
St Anne's College is a registered educational charity and, as such, its legacy and future depend upon the financial support generously offered by our friends – including alumnae, former Fellows, and the parents of current and former students. Funding for higher education in the UK is now more insecure than ever, and the intensity of the Oxford teaching system means student fees are unable to cover the cost of an Oxford education. This was true even before the emergence of the COVID-19 pandemic, but since March 2020, as you will have read in our Treasurer's commentary, St Anne's has lost a significant part of the income usually derived from conference bookings, catering and student rents. As such, your support is now more vital and valued than ever before, and we are extremely grateful to everyone who has donated to our COVID-19 Emergency Support Fund and helped us continue to deliver the world-class environment of which we are proud – albeit, for much of the time, remotely.

These pages give some examples of where your generosity has helped make a difference to those in the College community. Thank you!

Areas your donations supported in 2019/20

In the 2019/20 year, over £1.3m was raised from more than 1,321 donors, with over £578k going to the Annual Fund. With 11% of our alumnae giving to College, it's clear that the collaborative spirit of St Anne's makes a huge difference to our finances!

We're very grateful to all donors, and would like to include you in our published donor list in The Ship 2020/21. We do need your permission to do this, so if you have not yet let us know that you're happy to be listed, please email development@st-annes.ox.ac.uk.



Key Projects

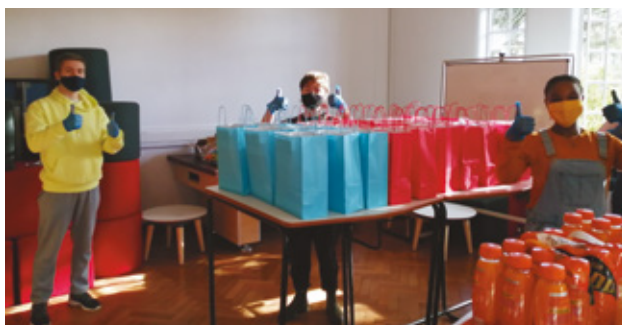
The Covid-19 Emergency Fund

This year we experienced an unprecedented Trinity Term, with all teaching being conducted online and many students stranded in College. In order to respond swiftly and fully to the situation, we created a Covid-19 Emergency Support Fund.

Since then, the situation has changed still further and we continue to face numerous academic, teaching, domestic, welfare and financial challenges, but donations to the Emergency Fund have helped us to keep college functioning and allowed us to provide the education our students deserve, whether in College or remotely.

In October 2020, following the confusion surrounding the Ofqual algorithm for calculating A-Level grades, we welcomed a cohort of 135 freshers, many from less advantaged backgrounds. 75% of the UK students are state educated, an increase from 67% in 2019. This intake is 12% bigger than our usual cohort of 1st year students, at a time when the capacity of College is reduced owing to COVID-19 related requirements, designed to protect the whole College community. Bringing an enlarged student cohort back to Oxford during a pandemic presented new and immediate challenges for us in the key areas of accommodation; academic support; additional student numbers; teaching; and welfare.

Thanks to the generosity of St Anne's alumnae and the willingness of our student helpers the Development Office was able to organise the delivery of individual care packages to those in isolation during Hilary Term 2020. The care packages were part of a broader response from St Anne's Welfare Department that supported students in multiple ways during the heavy restrictions of MT20. Food was delivered to the doors of isolating students 3 times a day; pastoral care was readily available; and safe social opportunities were provided, especially necessary for Freshers. Welfare staff have worked a seven-day roster throughout term. This huge, combined effort was delivered to meet unprecedented challenges, but in the same spirit that St Anne's is known for: community and support.



Annual Fund

Our Annual Fund is our area of greatest need and is so named because it is the fund that we draw on day after day, year after year to do the very things that make the College what it is. The Fund supports the tutorial education that is so central to the College education as well as bursaries, hardship funds, graduate scholarships, essential student welfare services, new books, and subsidies for our sports clubs and societies.

Donations to the Annual Fund remain a vital source of funding for all areas of College life, and we are grateful to the many of you who have chosen to support this area.

Welfare

Our students are faced with a growing number of concerns such as managing the transition to University, financial worries, family issues, homesickness, exam pressure and job applications. Some also experience physical and mental health conditions including anxiety, depression and problems sleeping and/or eating. As you can imagine, Welfare need is particularly heightened during the current situation.

We have a team of students and staff available at any time of day or night to ensure that any issues can be talked through and that specialist help can be given if necessary. Our Be Well, Do Well scheme, with termly events, promotes healthy bodies and minds, and mechanisms to help them cope day-to-day. Our fundraising helps to ensure that we can continue to provide these events and fund the Welfare Team to ensure all students receive the help and advice they need. Additional funding through the COVID-19 Emergency Fund has also ensured we can double our provision with two Welfare Deans for the remainder of this academic year (see p. 22 for more on this from Kirren Mahmoud).

Ye-Ye Xu

MCR Welfare Officer

"This pandemic has been so hard on morale and well-being. I felt it myself, an incoming graduate fresher, starting my course online without that precious human contact we need to be alive and flourish in our studies. St Anne's has been outstanding in its efforts to work around these challenges. We're fortunate to have such generous facilities that we don't need to book library spaces in advance or eat in Hall with screens between us – to mention just a few. Every member of staff should be celebrated for establishing these new systems which keep us safe and motivated. Our student and academic Committees are to be commended, too, for supporting and entertaining students in a time when we need it the most. I was set on St Anne's as my College choice under any circumstance, but now, having seen College operate against a disease, and the lengths staff and students will go to protect us, I'm even prouder to be here – in a community of warmth and kindness."

Access and Outreach

St Anne's already has a strong outreach programme which aims to widen participation in higher education generally and access to Oxford specifically within our link regions. In 2019 we launched Aim for Oxford – an intensive support programme which works closely with disadvantaged students from their GCSEs through to starting at Oxford.

The 2019 Giving Day enabled us to fund 40 students in the first year of their programme, which started in January 2020. We raised further funds in our 2020 Giving Day and this year have received more applications than ever for the second year, which will include workshops, a summer residential, and full application support. Obviously, the pandemic has forced us to restructure how our programmes are delivered, while interruptions to schooling have also meant that some students have a still greater need for our support – you can read more about this on page 32.

Sarah James-Short

History, 2018

"As an estranged and independent student, I only have myself to rely on financially. Living in Oxford is much more expensive than living where I am from, and the financial support from St Anne's has helped me to tackle living costs, meant I can afford to buy the books I need for my course which was a big worry before I started, and generally to provide some peace of mind and a safety net.

The pandemic has been a challenging time for everyone, but from the outset College has made it clear that they are there to help if they can with whatever issues I might face due to covid-19. This offer support is invaluable for students like me."

St Anne's Community Week and Giving Day

We held our first Community Week and Giving Day in 2019. Since then, we have gone to strength to strength, and on February 24/25 we will be holding our third Giving Day, celebrating and bringing together the many people that make the College what it is today. We hope you can help us achieve this by sharing our social media posts on the Giving Day; joining us for one or more of the online events and/or donating to the campaigns.

One of the key reasons for last year's success was the matched funding that a few key donors provided and we are very grateful to them, as well as to those who have agreed to provide similar funding this year. Please help us to unlock all of the funding available by keeping an eye on your emails and our social media accounts over the course of the Week and the Day. Alumnae can help us to reach our overall target donor numbers, as well as the key milestones along the way; and we would particularly like to encourage those who have not donated before to get involved.

You can also help us unlock funds by becoming an Ambassador and sharing our posts on Facebook, Twitter and Instagram. Funds raised this year will support Outreach and Access, including Aim for Oxford, as well as funding much needed student support, teaching and welfare through our Covid-19 Emergency Support Fund.

You will be able to find out more about these different areas on the Giving Day page here: st-annesgivingday.hubbub.net



St Anne's Society

Lynn Urch, Bristol and West branch, discusses her involvement with the Society

How did you end up studying at St Anne's?

St Anne's was a case of lucky happenstance for me. A local school's Head of Modern Languages mentioned that Oxford University sent him trainee language teachers. I successfully interviewed for a place with the Department of Education and was allocated to St Anne's. I was thrilled. It was so close by that I was able to join in easily. I could hardly believe I was there. Me – a state grammar school student and the first in my family to go to university – part of this great institution. I still cherish my links with St Anne's.

What advice would you give to current students now?

Make the most of your time at St Anne's. Throw yourself into it. These will be some of the best days of your life. What you learn and how you learn will be formative, but I also hope you will form close friendships and acquire the habit of lifelong learning.

What made you want to get involved with the SAS?

I wanted to maintain my links with St Anne's and experience for myself how it runs like a thread through the lives of its members – from new graduates through to more senior members. And I wanted to support the College for future students to enjoy. I have been glad to donate several book translations to the College library from my current work as a translator. The SAS offers me one more way to give something back.

How does the SAS support St Anne's?

SAS support starts with the Freshers' event held every September and continues throughout a Stanner's lifetime with various local and College alumnae events including the annual gaudy in College. The SAS aims to be the place where current students and alumnae can find careers and networking advice plus support in their home areas. The SAS is equally ready to support College by promoting ongoing alumnae engagement, fundraising and outreach activities.

How can people get involved with the SAS in the regions? You've recently become Branch Secretary for Bristol & West – what are your aspirations in this region?

I would really love our Bristol and West SAS to offer a seamless transition from current to former 'studentdom', to be a place you can gravitate to when you move (or move back) to our region, where you will be assured of a warm welcome and find a ready-made network of friendly faces. I have already started regular online events and also recently set up a new Bristol & West SAS Facebook group St Anne's College, Oxford - Bristol & West Alumnae. It would be great to re-connect with some of you whom I first met as Freshers, and include you in our region again. Simply send a Facebook group member request by clicking on the 'Join Group' button. Alternatively, you could email us at stannesbristolwest@gmail.com or failing that, contact us via The Ship magazine, the College website or Facebook page, or even the Development Office. We look forward to seeing you soon, either in person or virtually.

What is your advice to anyone who would like to volunteer for St Anne's?

Don't hesitate, get involved. Keep your St Anne's life moving forward even after you have graduated. As well as gaining a little yourself, you will have the chance to give something back too. The time you contribute – no matter how much or how little – will help to improve the lives of students past, present and future.

Describe St Anne's in one word:

Inclusive

St Anne's Society

The St Anne's Society (formerly known as the Association of Senior Members, or ASM) is an inclusive organisation, of which all students and alumnae of the College become life members automatically free of charge. The Society's purpose is to engage St Anne's alumnae all over the world with the College in its aspiration to understand the world and change it for the better.

In particular, the Committee elected in 2020 is keen to support the College's access and outreach activities aimed at promoting diversity and educational opportunity for all potential students, regardless of background. The current president of the SAS is Stella Charman.

The SAS is currently working on a project aimed at expanding the St Anne's presence on LinkedIn to help bring alumnae together.

Mary Martin FCA

Engineering Science, 1971

I studied Engineering Science at St Anne's from 1971 to 1974 and I found myself the only student in college taking this subject for the whole of my three years. The experience of Oxford and St Anne's broadened my outlook on the world. The mix of people and the challenge of my studies expanded my curiosity and gave me the underpinning for all the many things I have undertaken since in both my professional and personal life.

At the AGM in September 2019, I was elected Treasurer of the St Anne's Society. Our aim is 'to engage St Anne's alumnae all over the world with the College in its aspiration to understand the world and change it for the better'. Members are keen to support present day students through the various support funds and to support access and outreach activities in order to widen participation in the "special" education that St Anne's offers, and that made such a transformation to my life. Please contact our President, Stella Charman, via the Development Team if you want to hear more about how you can help College via the St Anne's Society.



Volunteering

People give back to St Anne's in a many different ways, including as volunteers. As our careers network programme has developed you have offered to run CV clinics, careers workshops and Q&A sessions, and have provided internships for our students, helping them to prepare for their lives beyond St Anne's. Alumnae and friends have also given back to College by joining the St Anne's Society Committee, Remuneration Committee, Investment Committee and Philanthropic Development Board.

Networks

We have over 2,500 international alumnae based in more than 100 countries worldwide. St Anne's works with alumnae to bring together networking groups as far afield as Hong Kong and the United States to bring together alumnae, current and future students in order to develop our community, providing links, information and support. The goal is to offer a more structured St Anne's group for alumnae to be part of, with a generational focus on holding annual lectures and alumnae dinners and networking drinks events.

Legacies

Leaving a gift in your will gives you the opportunity to make a lasting impact and help to provide vital funding for the College. The Plumer Society is founded to acknowledge those who inform us of their decision to make a bequest to St Anne's. Members will be invited to a Plumer Society event every two years, which allows us to thank our legators for their commitment.

Tax benefits

A gift in your will to St Anne's is completely tax free because legacy gifts to charities are deducted from the value of your estate before inheritance tax is calculated. The inheritance tax threshold for your whole estate is reduced from 40 per cent to 36 per cent if you choose to leave 10 per cent or more of your estate to charity.

If you would like further information about legacies, please contact legacy@st-annes.ox.ac.uk.

Thank you again for your support.



Community Week and Giving Day 2021

St Anne's third Community Week is due to take place from 22nd February culminating in a Giving Day on 24th and 25th February.

We hope to bring as many people from the St Anne's community together in this week, including students, Fellows, staff, alumnae and friends. We will be hosting a range of events and hope that you and your family will be able to join us (online!) for at least one or more.

We will be raising funds for St Anne's by encouraging a wide network of people to support the College. Donations will support Outreach and Access and our Covid-19 Emergency Support fund. You can donate at <https://www.campaign.ox.ac.uk/st-annes-college>

We'd love it if you could share our content on social media and encourage your friends to take part. We are very grateful to all our alumnae, friends and donors for the support they have given to College in this most difficult of times and hope you will get involved in the Giving Day and Community Week in some form.



Community Week and Giving Day events

As part of Community week we will be holding lots of great events, including a virtual chocolate tasting, an afternoon tea and a University Challenge-style St Anne's Challenge!

See our events pages for more details and how to sign up: <https://www.st-annes.ox.ac.uk/this-is-st-annes/events/>

Future Communications

To find out more about how we collect, store and process your data, including your rights and choices, please view our Privacy Notice: <https://www.alumniweb.ox.ac.uk/st-annes/privacy-notice>.

Update your details at any time or unsubscribe via our alumnae area at <https://www.alumniweb.ox.ac.uk> or get in touch with us at development@st-annes.ox.ac.uk.

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