



**St Anne's
College**
University of Oxford

This is
**St Anne's
2019**

Welcome

Welcome to the 2019 annual review. I really hope that you find it interesting and enjoy this snapshot of life at St Anne's. If you're one of our alumnae, you'll see that there are aspects of College that haven't changed much at all since you were here (including brilliant tutors who are also world leading researchers, a well-stocked library and thriving student societies). You may be more surprised to learn about the strong and innovative programmes developed since you were at St Anne's in order to support access, student welfare and careers. It's exciting to see the impact that recent initiatives to further our Purpose are already having. We are humbled and extremely grateful to the many of you, both alumnae and friends of St Anne's, who have contributed financially and with your time and expertise to make College the home

of choice for the brightest and most ambitious students from all backgrounds.

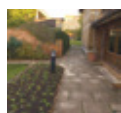
One innovation last year was our very first Community Week and Giving Day. The whole of College – students, academics, staff, alumnae, donors and families – got involved in a host of activities. As well as being a lot of fun, over £100k was raised with the generous support of our match funders. This year's Community Week and Giving Day will be 24 – 28 February and funds donated will be for outreach, welfare, Boat Club and the Annual Fund. We'd love it if you got involved, either by attending some of the events in College or by organising something in your own region. Please get in touch with Rachel Shepherd in the Development Office (rachel.shepherd@st-annes.ox.ac.uk) if you'd like any more information.

The other dates for your calendar are 11-13 September for the the University Alumni Weekend and College Gaudy. We will be celebrating the centenary of the University awarding degrees to women, with the first female to graduate being our Principal, Bertha Johnson. We'll be holding some special events over the weekend to mark this occasion and to look to the future as well. So please come by yourself or with family and friends – we assure you of a warm welcome and plenty of food for thought (and great food from the kitchens too!).

Thank you again for your continuing support and friendship and with every good wish for 2020,

Helen King, QPM
Principal

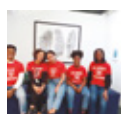
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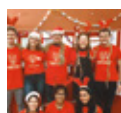
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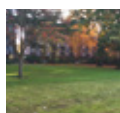
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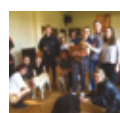
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St Anne's PURPOSE

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

1. Want to be the home of choice for the brightest and most ambitious students, including those from underrepresented groups (p. 5, 6, 10-11)
2. Take pride in supporting, enabling and promoting our academics' research (p. 14 – 16)
3. Inspire and challenge our students to fulfil their academic potential and prepare for future careers (p. 12 – 13, 17)
4. Respect, promote and celebrate difference; diversity of people, their ideas and accomplishments are a rich source of learning for us all (p. 16, 17, 19)
5. Support and guide all in our community to be well and do well, building their resilience and readiness for the future (p. 13, 17)

6. 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. 18-19, 24-25)
7. 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. 21-23, 24-25)

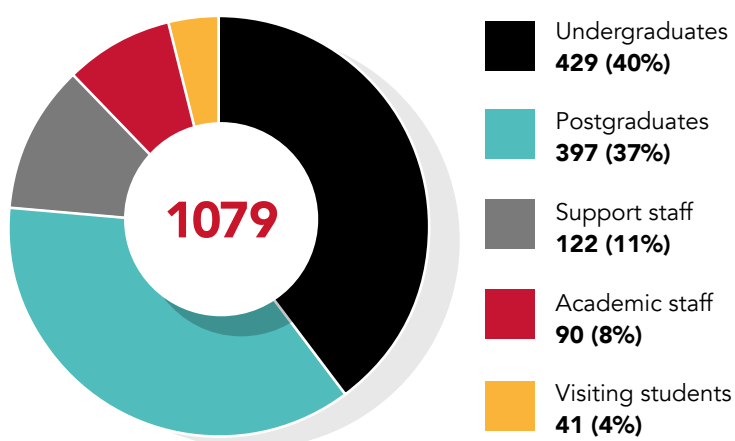
Our trustees

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

Have you seen our new website?

St Anne's overhauled its brand last year to reflect our reaffirmed Purpose. After many months of work, we launched a new website in August, bringing our online presence in line with the new branding. The link remains the same: www.st-annes.ox.ac.uk

St Anne's Today



Undergraduates



Applications December 2019
567



Number of freshers October 2019
123



Number of offers January 2020
148

Undergraduate intake by school type (2018)

67% state school

33% independent



up 6%
from 2017

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 2018/19, **25%** of our UK & EU undergraduate students received bursaries to a value of **£257k**

Undergraduate results



	2019	2018	2017
1	37	35	33
2.1	80	80	69
2.2	3	3	7
3	3	1	1

Undergraduate scholarships and exhibitions



89 scholarships



42 Renewed scholarships



8 Renewed exhibitions



18 University of Oxford prizes

Graduate scholarships and exhibitions



45 new graduate scholarships were awarded, of which **8** went to freshers



18 scholarships were renewed



The total value of all graduate scholarships
£250,851



40 DPhils were awarded



Nationalities of current students

Undergraduates



325 UK



53 EU



51 Rest of World



30 countries

Postgraduate



156 UK



88 EU



153 Rest of World



55 countries

Travel Grants

Undergraduates



52 travel grants



£38,558



26 countries

Postgraduate



116 travel grants



£22,266

Gender balance of current students



Undergraduates

241 female
188 male

Postgraduates

184 female
213 male

Careers in 2019



36 internships



3 Year in Japan placements



8 Vac Lab Studentships

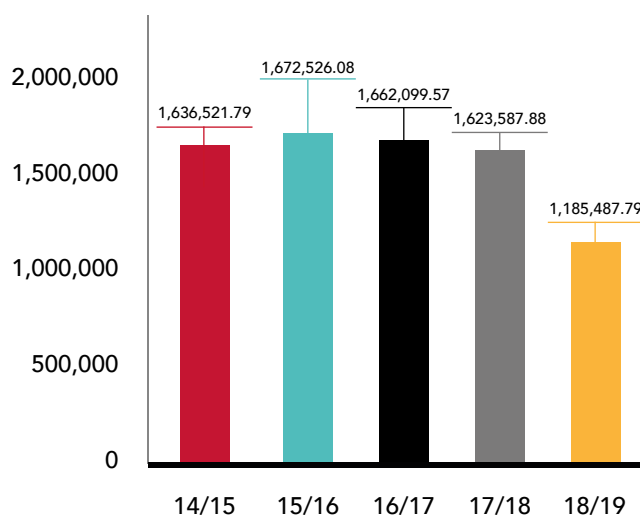


1 COSARAF scholarship awarded

CV clinics

Hilary 2018	Michaelmas 2018
5 alumnae	14 alumnae
6 students	64 students
Hilary 2019	Michaelmas 2019
7 alumnae	12 alumnae
21 students	38 students

St Anne's monthly carbon emissions



Library



27,193

Loans and renewals



2,306

New books, periodicals, DVDs, etc.



44.53 metres

Increase in size of Library collection



44

External archive enquiries

Outreach and admissions

St Anne's College continues to show its strong commitment to widening participation through its annual offer of outreach events and its involvement in the Oxford for North East Consortium. Oxford for North East, the first of the University's collaborative outreach consortia, formally launched in November 2019. The college has also continued its dedicated work with students, teachers and parents in the college's link areas, offering 127 outreach events in 2018-19, which have involved over 3,300 students across Hillingdon, Southwark, Newcastle, Sunderland, Northumberland, Gateshead and North and South Tyneside.

Aim for Oxford

In May 2019, we launched the college's first sustained contact programme in collaboration with Christ Church College, Oxford, made possible thanks to the funds raised from the 2019 Giving Day.

We are offering four academic enrichment sessions in the North East to high attaining Year 12 students from North East state schools. They will have the opportunity to develop their own mini research project and to attend a four-night residential at St Anne's in August 2020. Students who go on to apply to Oxford will be supported through the application process during Year 13. This is not intended to replace any of our existing work in our link areas, and, thanks to the money donated for the programme, we have been able to welcome a new part-time Outreach Officer, Jessie McCabe, to support with Aim for Oxford.

We received an incredible 170 applications for only 40 spaces on the programme and selected high-achieving students based on flags of disadvantage, such as being first generation to university, receiving Free School Meals, being a young carer, having ever been in Local Authority Care, BAME, having a POLAR 1 or 2 postcode (area of low participation in higher education), ACORN 4 or 5 postcode (area of economic deprivation). Students were also selected based on their GCSE results. Of those selected for the programme, 97.7% of participants



have at least one of these seven flags of disadvantage, and 53.5% have 3 or more. The students come from 19 different schools across the region, spanning 110 miles from Guisborough to Berwick-upon-Tweed. We are really looking forward to working with this group of students, and to welcoming them to Oxford during their summer residential.

Outreach Activities

Thanks to the generosity of its donors, the college continues to offer a variety of outreach activities, both in Oxford and on regular visits to our link regions. These include:

- Inbound Year 9/10 Discover Day visits and Year 12 Taster day visits – these opportunities are often taken up by schools in our London regions;
- Interactive Oxplore workshops that encourage critical thinking (for all age groups);
- Information, advice and guidance sessions about Higher Education and applying to Oxford (particularly for students in Years 9-12) – both in region and in Oxford;
- Year 13 Oxbridge Interview Workshops for state school applicants to Oxford or Cambridge – we encourage schools to 'host' these events so that a range of local schools can attend;
- Attending Oxford and Cambridge Student Conferences and UCAS Higher Education Fairs;
- A residential at St Anne's for Year 12 students from the North East that coincides with the University's Open Days, with all transportation, meal

and activity costs covered – 7 out of the 38 participants in 2018 went on to receive an offer for Oxford;

- Support for charities and social mobility groups in our link regions, such as Generating Genius, through inbound and outbound visits;
- Supporting other colleges and departments with tour, lunches and talks.

Student Ambassador Scheme

Thanks to Sally Onions (1977) the College also benefits from the support of our Student Ambassador Scheme. We currently have a team of 95 impressive and approachable undergraduate students who regularly lead tours of the College and run Q&A sessions and workshops for visiting schools and other groups.

Collaboration

Collaboration is a key feature of our activities and, over the past twelve months, we have worked with and supported many organisations and schools, including the Brilliant Club, the Oxford Pathways Programme, UNIQ, IntoUniversity, Kingston International Christian Church, Generating Genius, Success4All (North East), the Caribbean STEM Coaching Club and Making Materials Matter. We have further projects and developments planned and look forward to forging new relationships with a wide variety of organisations.



Hannah Snell

Senior Outreach Officer

You've just joined St Anne's; could you let us know a bit about your background?

I grew up in (very) rural Derbyshire – on a smallholding, in fact – and attended my local state secondary school. After researching degrees, I found this perfect course at Oxford (Classical Archaeology and Ancient History). I wasn't sure about my chances, but was really excited about the course itself. I spent five years studying at Oxford (BA and MPhil), and regularly volunteered in Museum Education and student outreach. This furthered my interest in education and I moved to London to be a 'Progress Leader' at an Academy in Southwark. I loved supporting the diverse community in Bermondsey and Southwark and made the difficult decision to leave after five and a half years, including working as a Head of Year for Year 12/13 and a Deputy Director of Sixth Form for a number of them. Moving back to Oxford very much depended on finding the 'right job' – and St Anne's certainly feels like it!

What's a typical day as Senior Outreach Officer?

So far, there's been no typical day. My first week involved a visit from 50 Year 5 students (10 year olds) and the September Open Day. Next was training 50 new Student Ambassadors from the incoming first years, and interviewing them all in person. A few weeks later I was in the North East, touring round three schools a day and meeting (an estimated) 800+ students, teachers and parents. I've given workshops in our London link regions and had groups and charities visit. I've also had admin days where I have been catching up

on paperwork, strategy meetings and collaborating with other colleges. I love the variety of this role, and the chance to work with so many different groups of people, both in and out of Oxford.

How do you work with schools, teachers and student ambassadors?

Other colleges refer to this as being a 'Relationship Manager' and I think this holds true. A significant part of working with schools, teachers and student ambassadors is maintaining contact: sending out newsletters, responding quickly and suggesting new opportunities for collaboration. In addition, we can do more than just speak to pupils, and it's important that schools realise this. It's particularly important that all of this contact stays regular – we want St Anne's, and the University, to always be an option and to be at the forefront of their thoughts around raising aspirations.

What are the greatest challenges facing outreach representatives at the moment? How do you address these?

From the risk of raised tuition fees to the external reputation of Oxford and Cambridge, there will always be challenges in outreach. From Oxford's perspective, it is not only identifying and acting on areas that will bring more under-represented groups to the university, it is also being seen to do this. Communication with teachers and parents is one of the most effective ways of addressing this – many don't realise what is actually on offer, or how much has changed in even the last ten years, and it is essential that these messages are getting through.

What are your objectives at St Anne's – what would you really like to achieve as Senior Outreach Officer here?

It is of the utmost importance to me that we are able to steadily raise the proportion of young people from disadvantaged backgrounds that gain offers from the University, and from St Anne's. One of the key strengths that I have seen at St Anne's so far has been the ability to connect with parents and carers. This is something I would like to continue developing, as we have the opportunity to not only tap into a key group, but also to make a real difference to the aspirations of a whole family, and not just the students themselves. I am also interested in developing what we offer to teachers, ensuring that we are able to offer more continued and valuable contact, rather than just dropping in for a talk once in a while.

What advice do you give to students who aren't sure that Oxford is for them?

Come and find out – visit on an Open Day, come on a school visit, speak to a current student or attend a university session in your area. But above all, if you think that Oxford isn't for you, make sure that it this is an informed decision – and one that you have made for yourself.

Describe St Anne's in one word:

Authentic

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 Joseph Murphy (Jurisprudence, 2018) works with the committee and with College to improve and support the student experience. The JCR have been striving to work more closely with the MCR, especially on social events. This year, they have supported the Oxford Living Wage campaign: second years Grace Tierney, Matthias Barker, Izzy Colletta and Philomena Willis have spearheaded the campaign at a University level. They are tackling climate change by introducing trial food waste bins,

reducing single-use plastics around College and working together with the MCR and SCR to help instigate change at a College level. They have also created a new position within the JCR: the stash rep, who has ensured that Stanners are kitted out in the best St Anne's branded puffer jackets, joggers, windbreakers and with some St Anne's blankets too! The JCR is also beginning to build ties with our Cambridge sister College, Murray-Edwards, who we will be hosting as part of a Sports Day this

year. Bop themes in 2019 included the "Bucket Hat Bop," "Fever Las Vegas," and the Megabop, "All That Glitters Is Gold," at which the St Anne's 2020 ball was formally announced.

The 2020 Ball, Aurum, will be held at St Anne's itself in May, and promises a "mystical world filled with alchemy, enchantment and gold". St Anne's alumnae will be able to secure tickets to the ball from February – find out more about it here: www.stannesball.co.uk

MCR

Our MCR is a vibrant and international community supported by academics in many different disciplines. Students study a huge range of degrees, with some joining us for one year MSc courses and others for a longer period as they work on their DPhil. Postgraduate students include 11 PGCE students who spend most of their year teaching in Oxfordshire schools, and 15 Major Programme Management students. This year, the MSt in Comparative Literature and Critical Translation, developed by our research centre, the Oxford Centre for Comparative Criticism, was also launched, with 3 St Anne's students pursuing the course. Last year 40 research students achieved their DPhil.

The MCR organise weekly 'Shut up and Write' sessions where postgraduates have an opportunity to study together and they also produce the St Anne's Academic Review (STAAR) which features research, reviews and creative writing from students and fellows in all disciplines. STAAR celebrated its tenth anniversary in 2019, with founder Daria Luchinskaya returning to St Anne's to speak about its origins.

In character
at the Murder
Mystery Dinner!



The MCR organise Interdisciplinary Discussion Groups where researchers and students in the final year of their DPhil discuss their work, focusing on issues of contemporary relevance. Social activities take place regularly to bring the international community together, with the MCR Murder Mystery Dinner being a highlight of the calendar! Diners are assigned a role to play before the dinner, by the end of which the group must decide who the murderer is. Board Game Nights, Wine and Cheese Nights, picnics and punting also feature on the term card throughout the year. This year, the MCR organised an Iftar dinner and special social events for their LGBTQ+ community, while Welfare Teas are regularly hosted in the MCR to make sure everyone feels supported at St Anne's.

The current MCR President is Lise Cazzoli.



Taiwo Lawal

(Engineering, 2018)

How did you end up at St Anne's?

I applied to St Anne's based on an online college chooser about an hour before my school's internal deadline. I wanted somewhere close to my department and a college with kitchens to cook in. I filled out the form and St Anne's came up as the first choice, so I put it down. I was quite literally in and out in under an hour for my interview so had never really visited it before I'd started. So for a place I knew nothing about to end up being the perfect college for me, I would say I got quite lucky.

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

I'm really passionate about access and making sure that Oxford is a place for everyone. I think one of the things that decides how someone feels about a place is the people they meet whilst they're there. This means if we want to make Oxford more diverse, we need a diverse group of people talking to applicants, willing to answer honestly their difficult questions about life in Oxford. I honestly benefited from meeting and getting to talk to Oxford students who were similar to me, because I could ask all of the questions

I wanted to and I knew I'd get an honest, accurate answer and I just want to pass on that same support to others.

What kinds of tasks do you undertake as admissions interview helpers? Why do you think this is important?

Interviews is a very busy period. We do a range of things, from escorting students to interviews, to organising evening activities and making sure everyone is properly settled in college. We mainly try through all of this to keep applicants as calm as possible during the whole interview period, talking to candidates to distract them or being there to support them and calm them down if needed. We want them to perform at their best for the interviews. Oxford interviews are a very scary experience for a lot of students, making our jobs very important to ensure candidates don't get more stressed out than they need to be. It's important for us to help them stay calm and relaxed as it helps to make sure that interview performance is based purely on intelligence and not on how nervous you are. We also help to make sure the communication line between all involved parties is smooth, and that all information is relayed to the candidates efficiently and no one is late for or misses an interview.

What kind of tasks do you undertake as Student Ambassadors?

Q&A's, College Tours, Open Day visits – to name a few. We mainly answer questions from candidates or parents about what Oxford is really like and try to demystify it a little bit. We try to share our experiences so far in the hope it'll help inform/encourage anyone considering Oxford/ Higher Education to apply.

What one thing would you say to anyone thinking of applying?

If you have the academic capability and a passion for your subject, what do you have to lose by applying? You might find yourself receiving an offer and actually loving being at Oxford.

Describe St Anne's in one word:

Warm



Freshers

In line with our reaffirmed Purpose to become the home of choice for the brightest and most ambitious students, including those from underrepresented groups, St Anne's has embarked on a new drive to raise its profile beyond Oxford this year, hosting an edition of the Radio 4 Today Programme in November and speaking to the University's Blueprint magazine about our Aim for Oxford programme. Two of our 2019 Freshers, Skai Campbell and Khadija Aidoo, also took part in features for the BBC and The Times, respectively, describing their journeys to Oxford.

Khadija Aidoo

(Modern Languages, 2019)

How did you end up at St Anne's?

The first time I visited St. Anne's was with my secondary school at an outreach event in Year 9. I had never seen Oxford before so was surprised that it didn't seem at all like the old-fashioned and 'boring' stereotypes that I had in mind. It was much more vibrant and the buildings were contemporary, which I took a liking to. We had a tour of the college and I loved the modern, close-knit atmosphere and knew that I wanted to apply here.

What would the you of five years ago think about the fact that you're now an Oxford undergraduate? Have you felt supported here?

My former self would be in disbelief, coming from a disadvantaged area and a state school background where I never really saw many black and minority ethnic people from my area going to Oxbridge. However, I would also be proud of and inspired by myself as the thought of applying to Oxbridge had

never seriously crossed my mind until after we had already gone on the trip in Year 9. I never would have thought that I would fit in to such an institution considering my background, but since being here I've not felt that pressure.

How have you found your first term at St Anne's? Has it been what you expected?

My first term at St. Anne's has definitely exceeded my expectations, as the people are so much more welcoming than I had expected. It's easy to make friends and get on with people here, which was one of my main worries. Also, despite the high workload, it feels manageable to me, especially with the increased independence that comes from the jump from A Level to university, and I do still have time to enjoy all the fun and social aspects of college during term time.

What has been your most memorable moment at St Anne's,



and what have been the biggest challenges?

My most memorable moment has to be matriculation day because it was so nice seeing everybody excited to get dressed up and also feeling like official Oxford students for the first time. On the other hand, one of the biggest challenges for me can be knowing how to balance my work schedule and remembering that overloading myself with work without taking breaks will only lead to burnout. Sometimes it's best to plan your breaks and know when to work and when to just rest or do something fun and non-work-related.

What would you say to anyone considering applying to Oxford?

Definitely apply! There's no harm in striving for the best, and Oxford can surprise you in so many ways that you never even expected.

Skai Campbell

(Biology, 2019)



How did you end up at St Anne's?

I first saw St. Anne's when I visited it on one of the University open days last year. It was among a list of other colleges that I had wanted to look at, and from what I had seen there was nothing exceptional about it. However, on arrival it was noticeably different from the other colleges and buildings within Oxford in both atmosphere and appearance. The students talking to us seemed incredibly candid and genuine in their appraisals of Anne's, and the college itself felt significantly less imposing than the others, which was really refreshing. I also liked that it was a bit further out than other colleges, it felt less tense and more relaxed. After some additional research at home and many viewings of the famous St Anne's YouTube video (which never gets old) I decided that St Anne's was the place that I wanted to apply to.

What would the you of five years ago think about the fact that you're now an Oxford undergraduate?

He would be very surprised. Oxford was always a place that I was aware of, but never a target I had set myself. No one in my family had attended and given my educational background I was always more focused on trying to make the most of the opportunity I had at the time, as I thought myself to be lucky enough to have made it that far (I had won a place at a private school in Southwark on a scholarship and bursary). It was only after I had left that school and joined a grammar school in Orpington that I actually considered applying to Oxford. Seeing people with similar experiences striving for similar goals made me feel like it wasn't such a far off thing to achieve.

How have you found your first term at St Anne's? Has it been what you expected?

It's been a surprising term in many ways. I don't think I had anticipated how easy it would be to settle into the St Anne's community. I've had a tricky accommodation situation which should be sorted by the start of Hilary Term, but apart from that I've had nothing but

good experiences here. Everyone here is genuinely so lovely, and it would be hard seeing myself at any other college.

What has been your most memorable moment at St Anne's? What have been the biggest challenges?

My most memorable moment at St. Anne's was when I had to give a tour and Q&A to group of young students and parents from a London based Caribbean STEM club with a few other student ambassadors. It was my first time acting as an ambassador for the college and I was unsure how I would talk to them about the college since I'd only been here for 8 weeks, but I think it went really well. Being in a position where I could talk to people from a background like mine and encourage them to aim to break into institutions such as Oxford was really rewarding, and something that I would have loved to have experienced in my journey here. The biggest challenge is remembering to bring my key with me when I leave my room! I have been locked out way too many times and I think the porters are sick of it by now.

What would you say to anyone considering applying to Oxford?

If someone was considering applying to Oxford, I would say to make sure you're doing it for something that you are truly passionate about. The application process in itself can be very exhausting and having that passion will go a long way in motivating you to keep putting in 100%, and the same applies for if you get a place here. I think that no matter your background, if you genuinely want to study here, don't let anything dissuade you. There is a place for everyone here and you will find your niche. Also, bring a bike. Trust me, you will need it.

Describe St Anne's in one word:

Cosy



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.

Over both Michaelmas and Hilary term, students have the opportunity to attend CV Clinics and Insight into... workshops. CV Clinics are hosted by alumnae either in-person in College or via Skype and are a brilliant opportunity for students to gain feedback and advice on their CV from experienced professionals. Insight into... are informal workshops where students can gain an insight into what

it is really like to work in a sector from a from an alumnae working in that field. Students find out what an average day might include and hints and tips on how to succeed in the sector.

SallyAnn Hunting

(Geography, 1982)



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

I've lived in Australia for half of my life so there's been little chance to connect with St Anne's apart from devouring *The Ship*. I was working in local government in Paris early in 2018 and saw that Helen (King – PPE, 1983) was hosting an alumnae dinner for my year. I thought it might be fun to pop over on the Eurostar and catch up with people. It was a fabulous night!

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

I never had any clear plans at college but I moved to London after graduation and fell into management consulting with the Big Four. This gave me a fantastic foundation for thinking and problem solving which I've used throughout my career. Having read *Geography*, I've always travelled, so after London burn out I decided to take six months off and ended up in Sydney where I've been based for 27 years. I worked in investment banking in the heady days before the global financial crisis and more recently have worked in smaller consultancies with a more specific focus around place making, social sustainability and new governance models. I'm a future thinker, so generally a pragmatic optimist, and I really believe in the power of people to drive their own

destiny. In failing democratic systems, driving public participation through good quality engagement is key. My work took me to most corners of Australia, including very remote indigenous islands in Queensland. Last year, after four months in Paris, I helped two non-government organisations in the Himalayas on strategic planning and governance and then went to Iceland to test new systems of policy making with the old guard politicians and the younger parliamentarians who have a student activist background. Interesting how forming a common end point drives people to compromise and work together.

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

Find a mentor or a buddy to read through your CV and critique it. It's your calling card. Don't use your parents! Be specific about what you've achieved through all the things you've done – what was the difference you made via your internships, volunteer work or holiday job? What did travelling teach you? What did you learn about yourself? What were the outcomes of your contribution? Go with your gut and be prepared to spend half a day on each job application. As you go through the job search process you'll start to whittle down what you want to do and where you want to work.

Remember – you are the generation who will have multiple roles in their careers so you want to be always looking for learning opportunities and you need to develop resilience and flexibility. Never undersell yourself.

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

I've always mentored younger people, particularly students, throughout my career. We all have such valuable knowledge to share that you can't learn online or through reading. You need to create passion face to face and investing time in people who will create the future is more important than anything.

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

Do it! You'll get such a lot of insight about the perspectives of younger people – what drives and motivates them, how they think and what their concerns and passions are. It's a Pandora's box of creativity and bubbles of enthusiasm. We have a lot to learn from and about the current generation of undergrads, so do give back to St Anne's if you can.

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 opportunities that are open only to St Anne's students and provided by St Anne's alumnae or friends of College. These include at ByBox, Delta Holding, the Deutsche Boerse Scholarship and Internship, the Mitsubishi Research Institute, CQS, Vacation Laboratory Scholarships, and the Year in Japan.

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, their Internship Scheme and the Incubator start-up projects.



Carrie Forsdyke

(Materials Science, 2017)

Danson Internship at Promoting Equality in African Schools (PEAS)

In the summer, I took part in the Danson Internship Programme, spending a month at GlobalData. During my internship, I worked in the technology division and was responsible for developing a tool to compare local authorities according to the financial and demand pressures they face around IT. This involved manipulating a large amount of data on Microsoft Excel. I then wrote a report to accompany the tool and explain how it was made, for use by IT companies that provide services to the government. Over the month, all the interns also had the chance to attend talks from people in various professions and hear about their career paths, which taught me

about many different industries and opportunities I hadn't previously considered. This also gave us time to compare experiences and learn from each other. I really enjoyed gaining an insight into what it's like working in a team in London and even commuting! Overall, the Danson Internship Programme opened my eyes to the vast range of possible future career opportunities, which I found extremely inspiring and I would highly recommend it to all students at St Anne's.



Ellen Williams

(Biological Sciences, 2018)

Green (Dub)rovnik Internship, Croatia, funded by a Vacation Laboratory Studentship

Green (Dub)rovnik is an innovative research programme, scheduled for development from May to December 2019, for combating climate change and related problems such as seasonal wildfires, that unfortunately are getting more frequent in the Dubrovnik-Neretva region due to global rise in temperatures. As the intern in biotechnology and ecological engineering, my part in the project Green (Dub)rovnik focused on the biological aspects. This included: the ecological side of growing *Quercus ilex* and *Cupressus sempervirens* (two disappearing native species that used to cover the mountains around Dubrovnik), especially their life history and the symbiotic relationships they form with fungal and bacterial species; the biochemistry behind plant hormones which boost plant germination, rooting and general vegetative growth; the research into suitable materials to be used in production of the capsules and the different capsule layers; and the preparation and use of all laboratory

equipment required to research and experiment with these different areas.

The programme provided me with the opportunity to really experience what working in science and research related industry would be like. The internship also gave me insight into what living in another country, with a different climate and a different culture, was like. And although it sounds dramatic, this has honestly changed my perception of the world. I'm not just referring to the coffee and its elaborate brewing process (an integral part of the day for all Croatians), but also to the effect war, mass tourism and governing bodies have on an area. I mention this more personal aspect of the internship because it made such a lasting impression on me. I'm so grateful for the financial support St Anne's was able to provide me, for it allowed me to have this experience which not only helped me build on vital knowledge and skills learned in the first year of my biology degree in preparation for the second, but also gave me the chance to travel to a different part of the world, even go outside the EU, which I would otherwise not have been able to.



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 By-Laws 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 eight Supernumerary Fellows.

Our academics' awards and achievements:

Dr Natalia Aries,

Postdoctoral Research Fellow in Materials Science; has been awarded a Royal Society University Research Fellowship. This fellowship supports University Research Fellows as they develop new projects and research teams in their work in the natural sciences, providing an opportunity to build an

independent research career. Natalia's project, 'Quantum thermodynamics at the nanoscale', commenced in October 2019.

Dr Marta Arnaldi,

Stipendiary Lecturer in Italian; has been awarded a Laming Junior Research Fellowship at The Queen's College, Oxford, which commenced in Michaelmas Term, 2019.

Professor Alan Cocks,

Fellow in Engineering; has been made a Fellow of the Royal Academy of Engineering for his "seminal and lasting contributions to understanding the performance of components and systems under extreme loadings".

Professor Peter Donnelly,

Professor of Statistical Science and founder and CEO of Genomics PLC; has been awarded a Knighthood in the Queen's Birthday Honours for pioneering research into human genetics. The award of a knighthood recognises the impact of Peter's seminal work on the use of genomic analysis in understanding human biology and its application in drug discovery and clinical medicine.

Peter has also been awarded the Genetics Society Medal 2020 in recognition of his work on statistical and population genetics.

Professor Bent Flyvbjerg,

Fellow in Major Programme Management; received the 2019 Project Management Institute Research Achievement Award in November 2019. The PMI Research Achievement Award recognises and honours an individual whose work has significantly advanced the concepts, knowledge, and practices of project management through a published body of academic research.

Professor Peter Ireland,

St Anne's Honorary Fellow and former Tutorial Fellow in Engineering at St Anne's, has been elected Fellow of the Royal Academy of Engineering in recognition of his outstanding and continuing contributions to the profession. Peter holds the Donald

Schultz Chair in Turbomachinery and is Head of the Oxford Thermofluids Institute.

Professor Andrew Klevan,

Fellow in Film Aesthetics; was awarded the professorial title in the last recognition of distinction exercise.

Dr Beth Mortimer,

Drapers' Non-Stipendiary Research Fellow in Zoology; has been awarded a Royal Society University Research Fellowship for excellent contributions to science. Dr Mortimer's recent publication with colleagues at the Department of Zoology and University Carlos III of Madrid reveals that orb-weaving spiders use their legs to compare 3D vibrational inputs from the web to locate prey. Using computer models of orb webs, Dr Mortimer and fellow researchers investigated whether web vibration contains information on the location of a vibration source for spiders that directly and remotely monitor web vibration.

Professor Tim Schwanen,

Fellow in Transport Studies and Geography; was awarded the professorial title in the last recognition of distinction exercise.

Dr Ed Tarleton,

Lecturer in Maths for Materials; has won the Rising Stars in Computational Materials Science Prize. The aim of this initiative is to recognize the accomplishments and promise of researchers in the early stages of their independent careers and draw international attention to the work they are doing. The papers invited for inclusion in the Rising Stars initiative are featured in a special issue of Computational Materials Science. As the overall winner, Ed will be invited to join the Editorial Board of Computational Materials Science.

Professor Sarah Waters,

Fellow in Mathematics; has been elected Fellow of the American Physical Society. In the words of the citation, Sarah was elected "for exposing the intricate fluid mechanics of biomedical systems and impactfully analysing them with elegant mathematics."



Meet our Fellows

Professor Will Davies

Gabriele Taylor Fellow and Tutor in Philosophy



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

I joined St Anne's from the University of Birmingham, where I was a lecturer in philosophy for around two and a half years. Before Birmingham, I held postdoc positions in Cambridge, where I was a Junior Research Fellow at Churchill College; then Antwerp; and then Oxford. Before all that, I did the BPhil and DPhil in philosophy at Balliol, so I am not new to Oxford! Outside of academia, I have also spent time as a primary school teacher in the Rift Valley in Kenya, two years in Qatar as a project manager, and have recorded two albums as a jazz guitarist.

What have been your first thoughts about the College since joining?

The overwhelming impression is that St Anne's is a friendly, welcoming, and informal place. I have also been hugely impressed by the students. And of course, the food is by far the best of any College I've experienced.

Your research focuses on the philosophy of mind. Could you explain a bit about what this entails? What drove your interest in it?

I work on two main topics within the philosophy of mind: perception and psychiatric disorders. On the former, I'm especially interested in the nature of colour perception: what is it to have colour perception? How does it relate to visual phenomena such as colour constancy, categorisation, and contrast? On the latter, I'm interested in the role of broadly social factors in explaining psychiatric disorder. In particular, what does it mean for something like socioeconomic status to be a cause or 'risk factor' for some disorder? Are

there such things as social mechanisms involved in the production of psychiatric disorder, as there are neural and psychological mechanisms? And what is the nature of these social mechanisms? As for what drove these interests, colour has always fascinated philosophers, perhaps because visual perception is the dominant sense in humans, and colour is a defining property of visual perception. Colour is also the go-to example in discussions of consciousness and the 'hard problem'. If we can unravel the mysteries of colour, we will make a big dent in the central mysteries of perception and consciousness. Psychiatry is a more recent interest, driven by my dismay at the prevalence of mental disorders worldwide, (the World Health Organisation ranks depression as the single largest contributor to global disability), and the apparent lack of progress in treating them. Philosophers have a lot to contribute here, because theorising about mental disorder presupposes a view of the metaphysical relationship between mind, brain, and environment. Many psychiatrists seem to adopt a crude neurobiological reductionism, which allows no substantial role for the environment in explaining mental disorder. My work on 'externalist psychiatry' aims at dislodging this view.

You teach undergraduates across various courses, including PPE, PPL and Philosophy and Computer Science. Can you tell us a bit more about your major teaching areas and what the undergraduates are learning about?

I take all St Anne's first years on these courses for 'general philosophy', a course that provides a grounding in many of the central topics in epistemology and metaphysics. Topics like: the mind-body problem (how does the mind relate to

the brain? Is it distinct from it? Identical to it? Computed in it?); scepticism (how do we know there is an external world, given that we might be deceived?); and free will (is free will compatible with a deterministic view of physics? What exactly does freedom of the will require?). I also teach second and third year students in philosophy of mind and philosophy of cognitive science. Philosophy of mind centres on the mind-body problem, looking in detail at some of the major theories, such as dualism, identity theory, and functionalism. The 'hard problem' of consciousness looms large here: how could a collection of grey matter give rise to our wonderful, technicolour, experience of the world? What could explain the phenomenological character of an experience of red, or the feel of pain? Philosophy of cognitive science centres on a form of functionalism known as the 'computational theory of mind,' which treats the mind as 'software' running on the 'hardware' of the brain. Early forms of this theory characterised cognition as involving systematic, rule-governed, operations on cognitive symbols or representations. Students analyse arguments for and against this 'classical cognitivism,' alongside more contemporary issues, such as the import of brain imaging studies for theories of cognition.



Will Davies with Emeritus Fellow Gabriele Taylor

Dr Sian Gronlie

*Associate Professor in Medieval Literature
and Kate Elmore Fellow in English*



You've been at St Anne's since 2004. What have been the biggest changes?

It's hard to believe that I've been here for over fifteen years. St Anne's has always been a friendly and welcoming place to work and, when my children were small, it was invaluable to have the nursery onsite. I've found the college extremely supportive throughout my time here. I particularly appreciate the current emphasis on student welfare and well-being: you need to be well to work well academically. It's good that there's so much more support available now.

You teach Anglo-Saxon, not an area English students have usually studied at school. What have been your experiences of introducing students to these areas? How do students react to encountering them for the first time?

Most students are apprehensive to start with, but I think in many ways it's an advantage that, for this part of the course at least, everyone is a beginner. And it's satisfying to be able to measure your achievement in learning a language that you had no knowledge of at the beginning of the year. Most people end up enjoying it - at least, that's what they tell me! It is fascinating to get to grips with a culture and world-view so different from our own. Some students end up taking Course II English, which focuses on the Middle Ages, and some even progress to Old Norse.

What are you researching at the moment?

I'm working on biblical translations of the book of Genesis into Old Icelandic. The stories at the beginning of the Genesis are very like Icelandic sagas - foundation narratives that are family history, but are also about the origins and identity of a new nation. I'm interested in how the medieval Icelanders identified with the family conflicts they read about in Genesis and how these might have influenced their own stories.

You undertake outreach work with local primary schools through the Viking storytelling project. Could you tell us some more about this?

It started as a Public Engagement with Research project. I was awarded a Seed Fund to adapt stories from the Viking sagas and train a group of graduates to take them into primary schools. All children in KS2 learn about Romans, Anglo-Saxons and Vikings, so it's a great opportunity to teach them about some of the stories the Vikings told about themselves. We use costumes and props to involve the children in the storytelling and to immerse them in the Viking World. We've had great success with Ivar the Boneless and Ragnar Hairy-Breeches! It's been enormously rewarding to see how much the children have enjoyed the stories: we have all found that it renewed our own

enthusiasm for what we do.

You also work as Equality and Diversity Fellow at St Anne's. What is the purpose of this role? What goals do you seek to achieve through it?

As Equality and Diversity Fellow, I liaise with the JCR and MCR on events held in college, and I also attend the University Equality and Diversity Forum and report back on the work that is going on there. I have a particular interest in neurodiversity, and am keen to raise awareness of conditions like autism, ADHD, dyspraxia and dyslexia, which many people don't feel comfortable disclosing. There's still much to be done in developing a more inclusive culture in which differences like these are recognised.



Welfare

Welfare is key to student success, and St Anne's is continuing to increase the level of support that is available. Our Dean of Welfare, Rachel Busby, and our onsite nurse are available to provide support on-site, with a dedicated Welfare Room now available. The JCR and MCR also offer peer support, so there is always somewhere for students to go for advice. St Anne's emphasises the importance of mental health and wellbeing as part of the University experience, and our programme of Be Well, Do Well events seek to help everyone in our community develop resilience and coping skills that

will serve them at Oxford and in the future. Recent speakers have included Florence Eshalomi, Richard Hytner, and Eva Kurz.

In Michaelmas Term 2019, an eight-week mindfulness course took place at St Anne's to help members of College learn better techniques for coping with the stresses of life, while an Employee Assistance Programme was launched to ensure staff have access to 24/7 confidential support. St Anne's also offers a team of trained student Peer Supporters who provide weekly welfare teas, an opportunity to take a break and enjoy some free food.

Clare Woolcott,
St Anne's College
Nurse



Peer supporters host various events and initiatives throughout the year to raise awareness of welfare issues within College, and can also direct students to alternative support. One of our Assistant Deans is always on site from 7pm to 8am and will be on call during the night in case of an emergency. It is only through the continued generosity of our donors that we are able to offer such comprehensive welfare support, which makes an enormous difference to the lives of all in College.

Sport

Sport is a big part of life for many at St Anne's, across both the JCR and the MCR. In 2018/19, St Anne's students achieved success in sports ranging from archery and athletics to football and rowing, with Matilda Edwards, our 2018/19 Boat Club President, captaining the 2nd women's boat at the 2019 Boat Race, while Amelia Standing (Engineering Sciences, 2018) was the stroke for the 1st boat.



St Anne's athletes competed in the Athletics Varsity against Cambridge. Maddie Smith won the blues triple jump, while Saskia Krefting won the 400m hurdles race.



A large group of St Anne's students, both seasoned and novice runners, took part in the Oxford Town and Gown 10k in support of Muscular Dystrophy UK



Amelia Standing rowing in the 1st women's boat at the 2019 Boat Race

Music

St Anne's has a vibrant practical music scene in which all are encouraged to participate. The Beyond the Dots recital series takes place weekly in term time; all are welcome to attend these free events, which are advertised on our website. St Anne's unique Camerata -- a string orchestra comprised of professional musicians, student scholars, and auditioned exhibitioners from Oxfordshire schools -- also perform regularly as part of this series.

St Anne's also hosts termly open mic nights and concerts, and is home to a number of ensemble groups which offer further opportunities for participation. These include STACapella, the St Anne's College Orchestra, BOOMSOC, and Ensemble Reis, a chamber orchestra directed by Joshua Asokan. College concerts are also held termly.





Treasury: 2020 Investment Review

John Ford, Treasurer

St. Anne's does not have the largest endowment in Oxford but at around £40M it is not insignificant. Income generated from the endowment also makes a valuable contribution to annual income of over £1.5M per annum. However the College's investment strategy has not been reviewed for over 10 years, and the current investment manager has been in place for nearly 20 years.

Historically, the College has relied very much on an "income" strategy, which means that it only spends what dividend or coupon that the underlying investments create. Any increase in the capital portion remains untouched. Whilst this has proven to be a very prudent and effective approach in the past, the College was increasingly concerned about the sustainability of such an income stream in a world of diminishing returns. Moreover, the sources of this income were becoming increasingly narrow, and dependent to an extent on fossil fuel producing companies. It was therefore felt that a more expansive "Total Return" strategy, adopted increasingly by many charities, would provide more flexibility in how the College might manage both income and capital gain, as well as allowing it to be more sensitive to the needs of responsible investment.

Working with the investment committee, which includes finance and investment management specialist alumnae, and an investment consultant, Yoke & Co, the College has produced an updated set of investment beliefs and objectives. These cover the following:

- An updated framework for making decisions on financial governance, capital allocation, and manager selection;
- Guidelines for income generation with regards to inflation and how capital should be managed with regards to maintaining this;
- The management of the College's future liquidity needs through its reserves, and the type of risk it is prepared to undertake with regards to asset allocation; and
- A statement on responsible investing including an approach to working with its investment manager and engagement with its underlying investments.

The College launched a consultation for students and staff on Tuesday, January 28 based on these investment beliefs and objectives. The document will be amended based on the conclusions of the consultation and will form the basis of a tendering process for third party investment managers.

The College is sensitive to the debate taking place publicly between divestment and engagement and the consultation process will also cover these topics. Engagement in this context means working through an investment manager and using active shareholding as a means to change company behaviour. In order to make this process more transparent the College recently joined the "Responsible Investing Network - Universities (RINU)," with founding members which include the universities of Cambridge and Edinburgh, and supported by the shareholder engagement group ShareAction.

“

I am delighted by the range of universities in the founding group, and their enthusiasm to share ideas and act boldly. The national conversation about responsible investment within higher education has focused mainly on whether to divest from fossil fuels or not. It's an important debate, and over half of UK universities have divested, but it's not the only strategy at their disposal. RINU is all about working with both investment staff and university stakeholders, who understand the urgency of social and environmental threats, and who are looking together for a range of solutions.”

Lily Tomson, ShareAction

Library

Clare White

Librarian

Special collections

"They don't make books like that anymore!"

Such was the exclamation of surprise and joy from the group of 2nd year undergraduate English students when one of their Michaelmas Term classes was held in the Library using some of the College's 16th and 17th century books. St Anne's does not have a huge collection of rare books – generally the description refers to books published before 1850 or to later publications which are particularly valuable – and as guardians of these treasures, the Library staff are keen that they should be available to our readers and enjoyed. One of the ways in which the Library can directly support the teaching which takes place in College is for classes to be held in the reading rooms using our rare books and special collections.

When Dr Robert Stagg joined the St Anne's English teaching team in 2016 he contacted the Library to ask if we had any early modern books from around 1550-1660 which he could use in a "relatively hands-on bibliography and book history class for the second and third years". He was not very hopeful of us holding relevant material, but we surprised him with a list which included publications such as Foxe's Book of Martyrs and Hobbes' Leviathan, as well as texts by Saint Augustine and Erasmus. The class has taken place regularly in the Library ever since. The students are given an introduction on how to handle the volumes to minimise damage and on features to look out for. They are then given time to look at the books, to select one each that particularly interests them and to present to the group what they have discovered. For many of them, this class is the first time that the students will

have handled material which is over 400 years old and they clearly appreciated the freedom they were given to examine the books.

In a world where text, particularly when in an old and valuable volume, is increasingly viewed online, the class gives the students the opportunity to explore the books as objects - to feel the indentation of the ink in the illustrations, to notice the clues which the printers included to indicate the correct order of the pages for binding. One student commented that the class helped her to appreciate how deeply the Renaissance reader engaged with the book, from the large margins full of annotations to the carefully handwritten index at the back of the volume. As Dr Stagg put it, "It's difficult to talk in the abstract about matters like typography and bibliography and textual criticism without examples to hand. And 'to hand' is the crucial phrase there: students acquire a sense of the size, the tactility, even the smell of these books which they wouldn't otherwise glean from looking at digitised copies. The work we do with the special collections in College is 'digital humanities' in the manual sense of the word 'digital'."

It is thanks to the generosity of various tutors, principals, alumnae and friends of the College throughout our 140 years of history that St Anne's has a collection of rare books to share with the students. One of the books used in Dr Stagg's class was a 1613 copy of Philip Sidney's Arcadia, belonging to alumna Joyce (Joy) Flint (1942, English). Joy and her daughter Kate (1973, English) have been generous supporters of St Anne's for many years and when Joy died at the end of 2018, she had stipulated that the book

should join our collection. In September 2019, Kate visited and presented us with the book. Our Reader Services Librarian, Duncan Jones, has written about its provenance on the Library Blog, where you will also find other articles about the history of the College and the Library collections (<https://www.st-annes.ox.ac.uk/life-here/library/blog/>).



Alumna Professor Kate Flint (1973) and the Librarian, Clare White, with the copy of Arcadia donated by Kate's mother Joy.



Dr Stagg's class exploring a selection of the Library's 16th and 17th century texts



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. This year, the inaugural St Anne's Staff Appreciation Day took place in September, with staff enjoying

a treasure hunt around Oxford in groups, followed by a drinks party in the Ruth Deech Building. The day was an excellent opportunity for staff to socialise with colleagues in other departments and allowed us as a College to show our appreciation for everyone's hard work throughout the year.

Ben Gibbons

Head Chef

Following Ray Killick's retirement from the role of Head Chef after 31 years, Ben Gibbons took up the challenge of following in his footsteps this June. St Anne's is known across Oxford for the high quality of its catering, the standard of which Ben has already begun promoting on his Instagram feed, @st_annes_kitchen.

How did you end up at St Anne's?

Before joining St Anne's I was Head Chef at Hertford College for two years covering maternity leave. On the Head Chef's return after the second year, I was honoured to be asked to stay on at Hertford as development chef, a role in which I would carry on to help develop the food offerings around each site the College owns. I stayed in that role for one year but began to miss running a kitchen, so I began to look and, after a very brief spell spent as head chef at Turl Street Kitchen, I was lucky enough to be offered the role I am in now.

How different is this role to what you were doing before?

This role is similar to the one I held at Hertford, but Oxford colleges do have their differences, which is what takes the most time to get used to. The main differences are outside of the termly cycles and relate to conferences. At Hertford there were four kitchens that would open for breakfast, lunch and dinner every day throughout the summer and two at Easter for international students. At St Anne's, the majority of the food comes out of one kitchen and, unlike Hertford, it is not only for the summer or Easter but throughout the year, which is fun. The catering facilities here are also nicer to work with as I have

been lucky enough to inherit a reasonably new and modern kitchen.

What have the most rewarding moments been so far?

I have been here now for just over six months and within that time my most rewarding moments have been:

- Being welcomed so warmly into not just the catering team but the whole College
- Witnessing some of my ideas and techniques in the kitchen being put into practice by the team.
- Completing the project to update STACS with the catering manager Natalie.
- Allowing the chefs to develop the pastry area of the kitchen.

What have been the biggest challenges?

The biggest challenge was probably the time of year that I started at St Anne's. I was extremely lucky to have a three week handover with my predecessor Ray, but as soon as that ended it was straight into a very busy conference season. Thankfully the team here are so good at their job and organised that I wasn't really needed then, but it was a lot to process. It is always best to jump in at the deep end!

What are your key objectives in this role – what do you hope to achieve at St Anne's?

One thing I would like to push us towards is a more sustainable approach with food. I would like to introduce, where I can, produce that has been grown, produced or reared locally. For instance I have already spoken with a couple of known local suppliers about creating a

weekly delivery of random locally grown vegetables that we in the kitchen can then disperse through the menus that week. We humans have not looked after the planet as well as we should have done so there's a huge responsibility to all of us to do what we can to try and put things back on track. Food plays an absolutely massive role in this: forests and vast plains turned into agricultural land to feed us; ingredients being flown or shipped all over the world; the packaging used to transport these ingredients to all of us – and the list goes on. It would be extremely difficult to feed the amount of people we do on a daily basis with vegetables strictly from local farms as their crops just don't yield enough. To use what local produce we can and cut down the amount of imported produce is definitely part of the way forward.

What advice would you give to someone becoming a chef?

When you start, pay attention to absolutely everything and soak up all you can but be patient within that – it's a craft that takes time to learn. It is best to learn the basics at work to gain knowledge and to then think outside the box and get creative at home and at work practising. Eventually you will find your own style that you will let you flourish. Whatever kitchen you work in, there will always be at least one person to lock onto and learn from. Persevere!

One word to describe St Anne's

OutSTANNding

Finances

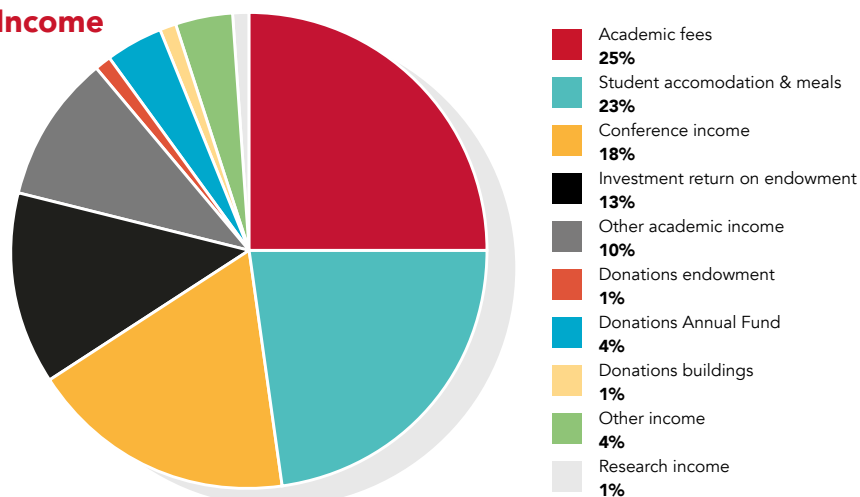
The surplus before depreciation for the year of £2.7m was lower than last year's £3.4m. In a year where College issued a £10m bond, deferring a further £15m until 2022, the £976k reduction in surplus is in part due to the one off hit of the fixed interest rate unwind cost, see below. The conference business forms a key part of College's diversified income, covering somewhat for reductions in donations, which formed 6% of total income in this year, compared to 16% in the prior year. The objective remains to increase

the accumulated unrestricted surplus to build a buffer against unforeseen adverse events on any of the income streams. A combination of unrestricted annual surpluses, drawn down bond capital and strong donations will help fund the enhanced capital expenditure programme on existing buildings and allow the construction of additional student room provision. College also needs to produce an annual surplus to ensure continuity of delivery of education and research for future generations.

Summarised income

	2018-19	2017-18
	£000	£000
Academic fees	3,250	3,113
Student accommodation and meals	2,924	2,929
Conference income	2,334	2,082
Investment return on endowment	1,720	1,688
Other academic income	1,310	1,100
Donations endowment	182	791
Donations Annual Fund	546	735
Donations buildings	177	692
Other income	483	371
Research income	111	112
Events and sale of merchandise	34	34
Academic summer schools	-	27
	13,072	13,674

Income



Comments on income

Total income reduced by £602k in 2018-19, despite a £761k increase in the year before. The mix of income received in each category, as demonstrated by the pie chart, shifted somewhat. The big success was the conference business, which recorded its highest ever annual income, up £252k, from 15% to 18% of total income. Student related income made

up 58% of total revenue compared to 53% last year (+£343k). Student numbers and mix, in particular graduates, and the visiting student programme contributed to this. Donation income, although continuing to benefit from legacies and gaining positive impact on the annual fund from the introduction of Giving Day, nevertheless saw a drop in both donations

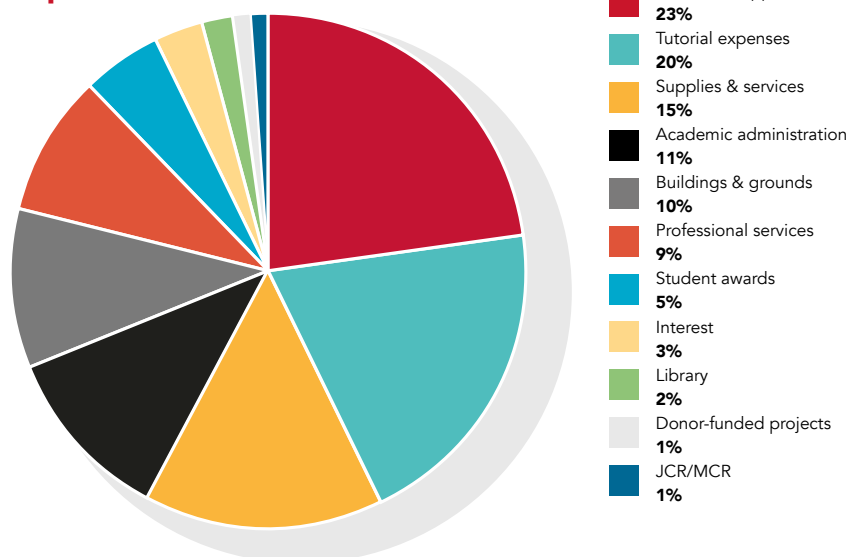
to the endowment, to 1% from 6% of total income (-£608k), and to the Tim Gardam building, down to 1% from 5% of total income (-£515k), as pledged support came to a natural end. Other income benefited from increased interest received on short term investments (+£112k).



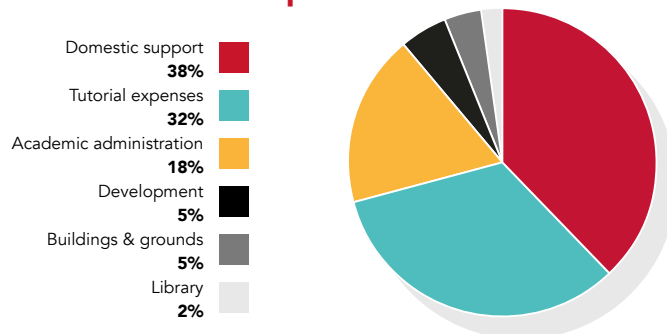
Summarised expenditure

	2018-19 £000	2017-18 £000
Domestic support	2,410	2,290
Tutorial expenses	2,178	2,071
Supplies and services	1,550	1,571
Academic administration	1,216	1,137
Buildings and grounds	926	1,068
Professional services	1,028	737
Student awards	549	507
Interest	334	329
Library	217	204
Donor-funded projects	101	200
JCR/MCR	92	83
Other	38	64
	10,639	10,261

Expenditure



Staff costs - 60% of total expenditure



Comments on expenditure

Expenditure in total increased on the previous year by £378k, an average of 3.8%. Excluding the extraordinary fixed interest rate unwind cost, this reduced to only a £90k increase – see professional services costs below. The mix of costs in each category, as demonstrated by

the pie chart, is generally stable year on year, with the exception of decrease in buildings and grounds (11% to 9%), a decrease in donor-funded projects (2% to 1%) and an increase in professional services (7% to 10%). Expenditure here excludes £1,455k of annual depreciation.

Staff costs now form 60% of total expenditure, from 59% in 2017-18; headcount increased by three, and costs grew by cost of living pay increase and increased pension costs (+£319k). The small chart demonstrates that tutorial staff costs increased despite a reduced headcount of one, reflecting the higher pension costs from USS, increasing slightly proportionately 33% from 32% of total staff cost. The largest headcount and cost remains in the domestic bursary (still 38%), servicing not only the 800 strong student body, but also the conference guests whose residence generates additional revenue to support College activity. Administration and development make up 23% in total, with 4% of total staff cost maintaining the fabric of College, and 2% running our Libraries.

Domestic support includes the cost of domestic bursary staff, including the Bursar, catering, scouts, lodge, and conference. At 23% of the total costs, these staff form the backbone of domestic provision in the College. These being staff costs, they increased 5% on the previous. The College tracks the Living Wage, and domestic staff continue to benefit from this.

Tutorial expenses include teaching salaries and research allowances, admissions costs, student welfare and professional liability insurance. These remain stable as a 20% proportion of total College costs. This category also includes the Principal.

Supplies and services include the operational costs of the domestic bursary - catering, accommodation, utilities, IT infrastructure. These remained consistent at 15% of the total cost, but decreased year on year by 1% due to a reduction in utilities and conference operating expenses offset by increase in food costs matching the increase in the number of conference meals served, along with higher value furniture and equipment replacements.

Buildings and grounds include the cost of maintenance staff and estate repairs, renewals and insurance, gardens, rent & rates. Expenditure here reduced from 11% to 9% of total. College reduced the number of rented properties it held, whilst increasing building maintenance cost.

Academic administration Full cost of the academic office, treasury, human resources and nursery, IT staff, expenditure remained stable at 11% of total, although costs increased 3% in line with other staff cost increases.

Professional services includes the cost of development officers, also public and employer insurances, legal costs, office costs, finance system and copier/printers. College issued a £25m bond in March 2019, allowing the repayment of all existing debt. This caused an extraordinary write off of the interest rate swap to which College was a party; the £288k cost of this distorts the 0.4% real cost increase in this category, causing the increase from 7% to 10% of total costs.

Student awards Bursaries, scholarships, prizes and grants made from endowed, restricted and unrestricted funds. The 8% increase of £41k on the prior year was spent across scholarships, bursaries, travel grants, prizes and hardship, maintaining College's commitment, funded by a range of small and larger generous donations, to financially supporting our student body.

Interest On mortgages and loans until April 2019, and on the first £10m of the £25m bond to the year end. In 2018-19 the proportion of expenditure on interest costs remained steady at 1% of total cost. The cost of debt was reduced although the amount increased. Future interest costs are fixed, and although higher, will be recovered from the surpluses generated by the investment of the loan capital, as College makes plans to grow its income generating buildings' capacity.

Library Cost of stocking and staffing the College library, consistent at 2% of total expenditure.

Donor-funded projects Values donated for restricted purposes vary from year to year, as does the matching expenditure. Expenditure this year, at 1% of total, down from 2% in 2017-18, reflects a fallow year for the Hong Kong Summer School, stable spending on the Centre for Personalised Medicine, in year one of a new five year programme, and increased spending on the Oxford Centre for Comparative Criticism and Translation.

JCR/MCR Support for student bodies & sport was consistent at 1% of total cost, with financial support increasing in the year by 11%, reflecting the need to support student activity, as both common rooms now have streamlined accumulated reserves.

Other Miscellaneous costs including audio visual hire. These costs remain low.

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 14-16, with the full accounts and notes on pages 28-48.

	2018-19 £000	2017-18 £000
Income shown is equal to SORP Income	13,072	13,674
Expenditure shown	10,639	10,261
Add depreciation	1,455	1,520
SORP adjustments**	(1,262)	(1,893)
SORP expenditure & gains/losses	10,833	9,888
SORP surplus	2,238	3,786

* Statement Of Recommended Practice for the presentation of the accounts of charitable entities by the Charity Commission

** 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.

** 1718 SORP adjustments made up of: investment management costs £192k; intercompany profit -£7k; pension deficit £34k; gain on investments -£1,920k; swap adjustment £-192k.



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. As such, your support is absolutely vital to us. These pages give some examples of where your generosity has helped make a difference to those in the College community. Thank you!

Introducing our new Director of Development

Edwin Drummond joined St Anne's at the end of December 2019 as Director of Development. Previously Edwin was Head of Philanthropy at The Royal Marsden Cancer Charity. He and his team were responsible for fundraising for core projects across The Royal Marsden hospital as well as the Charity's most ambitious capital campaign to raise £70 million to build a new clinical care and research centre.

Edwin Drummond

Director of Development



The opportunity to be part of an outward facing, diverse and welcoming College was one I couldn't turn down. Although I am not an Oxford graduate I understand and appreciate the importance of College life for every student and member of staff. That is why I want to play a major part in ensuring

the College's legacy and future; delivering on the clear ambitions set as a result of the St Anne's 2025 conversations and the generosity of our alumnae to date. I am looking forward to the year ahead and will hope to meet many of you in due course.



St Anne's telethon callers during last year's Community Week

St Anne's Community Week and Giving Day: #stannersshare

In February 2019 St Anne's held its first Community Week and Giving Day. The Week and Day were a great success, with around 240 students, staff, alumnae and friends coming together for events over the course of the week, in College and elsewhere, including a quiz, "College Dash", puppy petting, an outreach dinner, talks and drinks in New York, and a bake off.

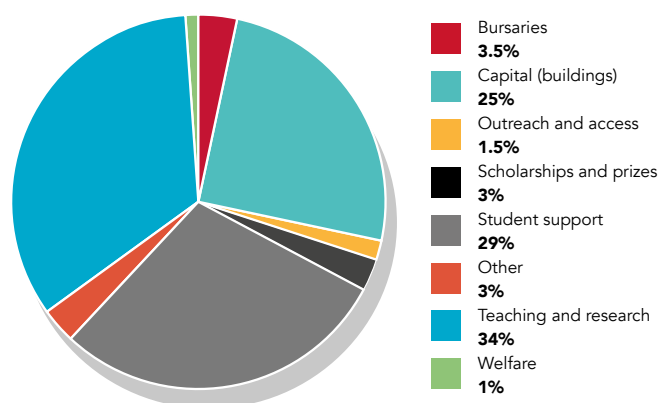
In total, an impressive £105,000 was raised from over 400 donors. The donations received allowed us to fund the first year of our Aim for Oxford outreach programme, as well as supporting our vital welfare provision plus bursaries, hardship fund, teaching, and sports clubs and societies via our Annual Fund.

The second Community Week and Giving Day will commence on 24 February 2020 and we hope to build on the success of last year's event by again 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 (27/28 February); joining us for one or more of the events – details of which can be found on the back cover; 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 unlock funds simply by sharing pictures and memories of your time here at St Anne's on our Facebook page or on Twitter/Instagram with the hashtag #stannersshare.

Funds raised this year will go again go towards outreach and the second year of Aim for Oxford, as well as welfare and the Annual Fund and this year we will also be supporting the Boat Club. You will be able to find out more about these different areas on the Giving page here: <https://stannesgivingday.scalefunder.co.uk/gday>

Areas your donations supported in 2018/19



In the 2018/19 year, over £1.2m was raised from more than 1,450 donors, with £605k going to the Annual Fund. With 14% 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 2019/20. 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

Projects we have been fundraising for in 2018/19 included outreach, Aim for Oxford, an Economics Tutorial scholarship, and the Graduate Development Scholarships. 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.

Annual Fund

A donation to the Annual Fund allows St Anne's to allocate the gift to areas of greatest need. Regular gifts to the Annual Fund enable us to sustain our main activities, including bursaries, welfare services, books, teaching, and subsidies for sports clubs and societies. It is only your generosity which allows St Anne's to continue to fund our most vital activities and progress as a College. Regular givers, who donate on a monthly, quarterly or annual basis, enable us to plan for the future and are essential to the College's financial security.

Jess Davies

(Clinical Medicine, 2018)

"Last year I was fortunate enough to receive a bursary from the Archer Medical Fund. This allowed me to cope financially with the changes that come with starting at Clinical School, mainly the increased living costs we faced going from short terms in college to renting all year round for our lengthy placements. It also meant that I could take many of the opportunities that came my way without worrying too much about the financial implications, such as the Obstetrics & Gynaecology placement I undertook in Sri Lanka. The bursary lifted a burden from my shoulders and allowed me to enjoy my first year of clinical experience to the fullest."

Graduate Development Scholarships

Graduate students make up an important part of undergraduate teaching provision in Oxford, benefiting both our undergraduates and their teachers. We are currently running a campaign to endow two Graduate Development Scholarships. Graduate Development Scholars are DPhil or Clinical Medicine students at St Anne's who teach up to three hours a week, directed by the Subject Fellows. These scholarships provide an opportunity for graduates to gain valuable teaching experience. To secure the scholarship in perpetuity, we are aiming to raise £160,000. With your help and that of other generous alumnae, we have reached the £100,000 mark.

Vassilios Copetinas

(DPhil Law, 2018)

"I am a DPhil student and my research focuses on how the objectives of competition law ought to change in order to face the monopolisation brought by the digital economy. I am also an international student from a working class family and a first generation student. Funding opportunities are rare and my family would have been unable to support me through my studies; receiving the GDS has helped me to undertake this degree. It allows me to teach EU law to finalists, give writing seminars to freshers, participate in the admission process, and, more generally, help foster an important collaborative atmosphere within the law school at St Anne's."

Telethon

Thanks to those of you who took the time to speak with our student callers over the course of our September telethon. We had a great group of callers this year, covering a wide range of subjects and including a number of the incoming JCR committee – all of whom are extremely passionate about St Anne's and the College's priorities. The students enjoyed finding out about your time at St Anne's, and sharing their experiences of College today. We were pleased to see that there was a lot of positive feedback regarding our Aim for Oxford campaign, and we were also raising funds for the endowment of our Economics chair; the Boat Club and our Annual Fund. We are delighted that over the course of 2 weeks, over £150,000 was pledged to the College.



St Anne's student callers



St Anne's Society

David Royal, SAS Newcastle Branch, discusses his involvement with the Society.

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

I went to a state school in Newcastle-upon-Tyne and it wasn't until I was 15 that I really began to understand what university was. This realisation was, in large part, thanks to a group of engaged teachers at my school who teamed up with some like-minded colleagues at another school to arrange a trip to Cambridge, where we were kindly hosted at Trinity Hall, and then on to Oxford where we stayed in Balliol's Jowett Walk accommodation. Despite a very long time on coaches that week, the trip opened my eyes to new academic horizons and sparked a love affair with Oxford, the city and University. When the time came, two years later, to select a college for my application, it was one of those same engaged teachers who recommended St Anne's as a down-to-earth, forward-thinking place, founded on inclusivity and academic rigour.

What advice would you give to current students now?

In the nearly ten years since my graduation, a lot seems to have changed in the world, and I imagine many of the experiences and pressures of current students will be new and unique to them. However, it might be useful to be reminded that university, while an incredibly important and formative time, is a period of intense change and upheaval - made more stressful, in this case, by the extremely high academic demands of an Oxford degree. As such, it's okay to not always feel like you know what you're doing, or to feel that you're not doing things perfectly. Remember that help is available and this is just the start of your academic and adult life.

What made you want to get involved with the SAS?

When I left St Anne's I got a job working at Accenture in London (where I lived for a year and half before moving back north). Serendipitously, the London Branch of the St Anne's Association of Senior Members (the previous name for the SAS) hosted their annual freshers' meetup in Accenture's Fenchurch Street offices. I attended on behalf of the firm and left an SAS recruit. That was 2012 and I've been involved ever since thanks to the warmth, boldness and excellent sense of humour of the incredibly diverse St Anne's alumnae I've had the pleasure to meet.

During your time on the committee, what do you think has been the biggest change at the College?

There have been a number of exciting changes over the past few years, from the new kitchen, to the amazing library and the excellent new Principal. I come back to College regularly and am at once envious of and excited for all current students who have the opportunity to be there at this exciting period in its history.

How does the SAS support St Anne's?

The SAS offers all sorts of support to St Anne's, from organising the Fresher's Meetups and arranging gaudies, to helping college keep in touch with its alumnae, and providing career advice to current students and recent graduates. At its core, the SAS is a network of friends: friends of the College and friends of each other who stand ready to support the College in its mission in whatever ways we can.

How can people get involved with the SAS in the regions?

Get in touch! The details of your region's branch is available from College via the website or the Development Office, or they can be found in *The Ship*.

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

Do it! As people that love St Anne's, we are in a great position to help make it a better place for all of its members.

Describe St Anne's in one word:

Home

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 new 2019 Committee 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 new president of the SAS is Stella Charman.



Stella Charman (PPE, 1975) *Incoming President*

I studied PPE at St Anne's from 1975 to 1978, and it laid the foundations for the rest of my life. At the AGM in September 2019 I was elected President of the St Anne's Society, enabling me to give back to College something of what it gave me all those years ago. Together with my fellow Committee members, many of whom are also newly elected, we want to develop the SAS to engage alumnae more effectively and support the overarching purpose of the College. Our updated 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'. In particular, many of our members are keen to support access and outreach activities in order to widen participation in the top quality education that St Anne's offers, and that made such a difference to my life. Please contact me via the Development Team if you want to hear more about how you can help College via the St Anne's Society.

One word to describe St Anne's

Life-changing!

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 2020

St Anne's second Community Week is due to take place from 24 February culminating in a Giving Day on 27/28 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 for at least one or more. We will also be raising funds for College by encouraging a wide network of people to support the College with donations towards outreach, welfare and teaching as well as thanking alumnae for the support they have given to College. We'd love it if you could share our content on social media and encourage your friends to do the same.

You can donate at <https://www.campaign.ox.ac.uk/st-annes-college>.



Community Week and Giving Day events

Thursday
27
February

A Drop of College Knowledge, London, 6.30pm
Come along for 'A Drop of College Knowledge' and hear fascinating facts from St Anne's researchers over drinks and nibbles in London. Hear from three researchers as they give fascinating insights into such questions as: when did cats arrive in Britain? Why are American natural disasters getting worse? What can we learn about volcanoes from old eruptions?

Friday
28
February

College Quiz Night, St Anne's College, 7.30pm
Test your skills against fellow alumnae, students and staff at St Anne's annual Quiz Night and compete to win great prizes. The quiz will be a brilliant opportunity to meet up with old friends and meet new people. All alumnae and staff are welcome to attend College Dinner prior to the Quiz from 6pm-7pm.

Find out more about our events and how to book at: www.st-annes.ox.ac.uk/about/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.

Don't forget to save the date for this year's Alumni Weekend and Gaudy, 12-13 September! This year we'll be celebrating the centenary of women's education at Oxford with a series of talks and events.

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Registered charity number: 1142660

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