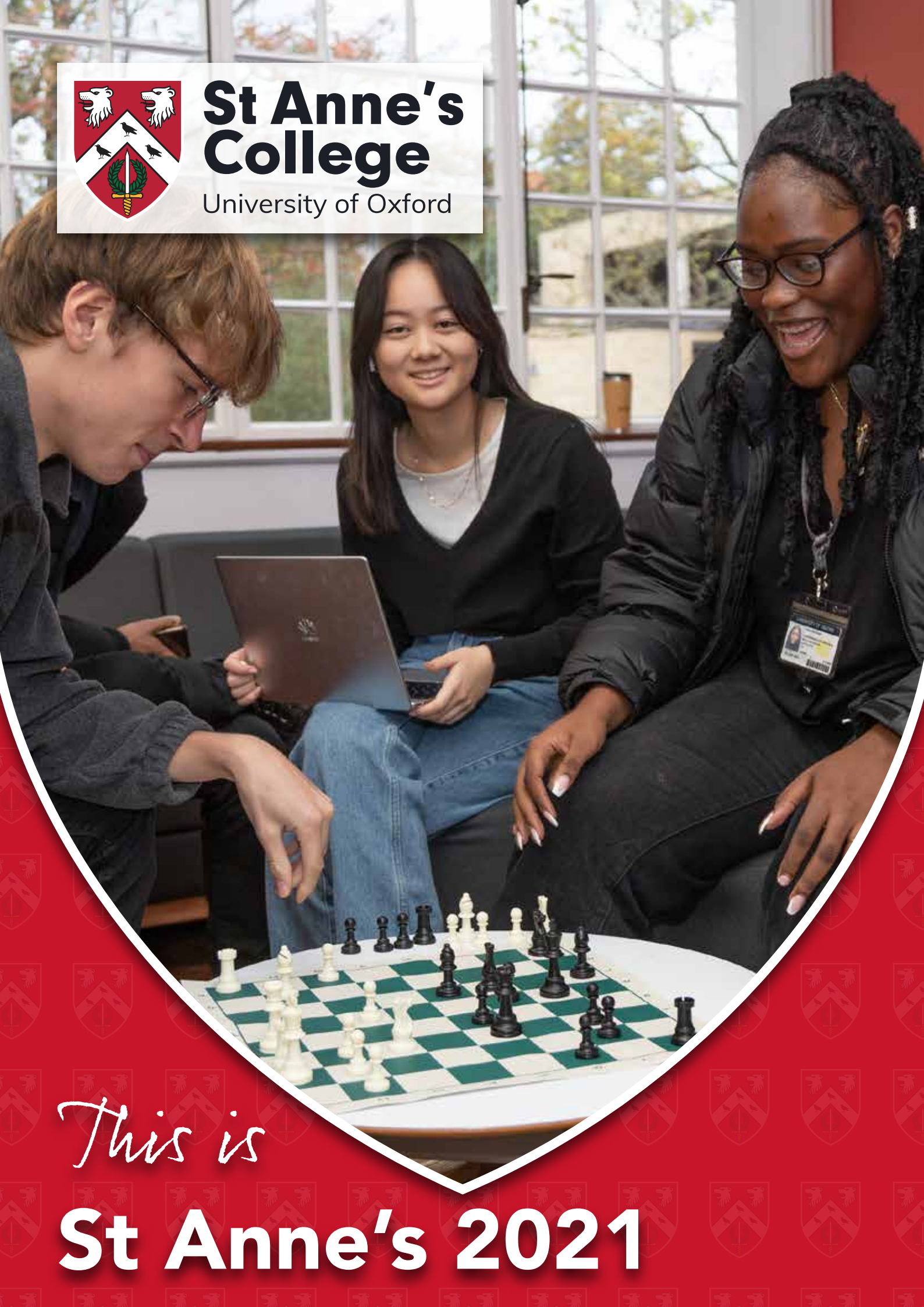




St Anne's College

University of Oxford



This is

St Anne's 2021

Welcome

Welcome to the Annual Review of St Anne's College for 2021. I am delighted that it has been much easier than last year to find photos to share with you that depict College life and don't feature faces on a computer screen or wearing face coverings.

Although all our lives have continued to be greatly affected by variants of Covid-19 and even more versions of legal restrictions, overall I believe I was correct when I finished my introduction to the 2020 version of the Annual Review by saying:

"We face 2021 and beyond somewhat bruised and less financially secure than before, but knowing that we have great good fortune in the form of our people – the community of St Anne's, past and present – which allows us to feel optimistic about the future."

Hilary Term of 2021 was a low point for many members of the College, with most students studying from home, and a few dozen, mainly international students, working from their College rooms, unable to travel home.

Trinity Term was not 'normal' but so much closer to what the Oxford experience should be and you probably remember. It was a delight to see students filling the Quad, Libraries, Hall and Uni Parks again.

Then, in Michaelmas Term, our magnificent 2nd years, who themselves had been confined to Fresher households when they arrived in Oxford a year earlier, gave our 2021 new arrivals a proper 'Freshers' Week' welcome and have continued to nurture the collaborative and caring ethos of the College, as you'll see in this report. Through it all our Fellows have continued to produce outstanding research and world class teaching.

Our staff have adapted time and time again to keep the show on the road. We are indebted to them all for their flexibility, commitment and hard work.

So, I hope the reports, data, pictures, and people who fill this year's annual review, give you a sense of pride in the College in 2021 and inspire you to visit us soon either in person or to join us at one of our online events.

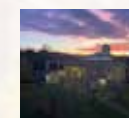
Thank you for all your ongoing support and every good wish for the year ahead.

Helen King QPM
Principal

Contents



4
Our Purpose



6
St Anne's today



8
Outreach & admissions



10
Meet Eren



11
JCR and MCR



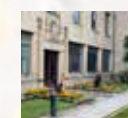
12
Admissions



13
Spotlight on:
The JCR President



14
Careers Support



15
Internships



16
From the Senior
Common Room



17
Library



18
Meet our Fellows
Professor Syma Khalid



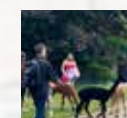
18
Meet our Lecturers
Dr Laura Seymour



20
Meet our staff
Chris Conway



22
Finances



24
Development
& alumnae relations



27
St Anne's Society

Photo credits:
Cover photo by Keith Barnes
All other photos provided by authors
or © St Anne's College.

Designed by T3D.



St Anne's PURPOSE

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

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

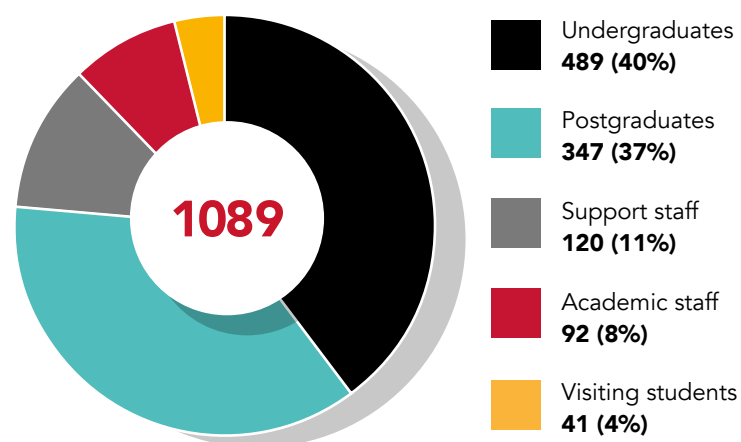
As a community, we

- Want to be the home of choice for the brightest and most ambitious students, including those from underrepresented groups
- Take pride in supporting, enabling and promoting our academics' research
- Inspire and challenge our students to fulfil their academic potential and prepare for future careers
- Respect, promote and celebrate difference; diversity of people, their ideas and accomplishments are a rich source of learning for us all
- Support and guide all in our community to be well and do well, building their resilience and readiness for the future
- 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
- 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

Our trustees

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

St Anne's Today



Undergraduates



Applications December 2020
740



Number of offers January 2021
151



Number of freshers October 2020
138

Undergraduate intake by school type (2020)

75.7% state school **24.3%** independent
up from 70% from 2019

Nationalities of current students

Undergraduates



374 UK



56 EU



59 Rest of World



33 countries

Postgraduates



138 UK



48 EU



161 Rest of World



55 countries

Travel Grants

The pandemic disrupted travel for much of the 2020/21 year, but some undergraduates and graduates were lucky enough to be able to travel between periods of stricter travel guidelines.

Undergraduates



16 travel grants



£8,260

Postgraduate



21 travel grants



£2,502

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.

up from 22.8% last year

In 2020/21, **26.6%** of eligible St Anne's students received bursaries to a total value of **£311,000**.

Undergraduate results



	2021	2020	2019	2018
1	38	52	37	35
2.1	46	63	80	80
2.2	3	4	3	3
3	1	0	3	1

Graduate scholarships and exhibitions



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



21 scholarships were renewed



17 new graduate bursaries were awarded to freshers



46 DPhils were awarded

Undergraduate Scholarships and exhibitions



106 scholarships



38 scholarships were renewed



12 renewed exhibitions



17 University of Oxford prizes

Gender balance of current students (2020/2021)



Undergraduates

281 female
208 male

Postgraduates

159 female
187 male

Careers in 2021



54 internships (all remote)



3 Vacation Laboratory Studentships



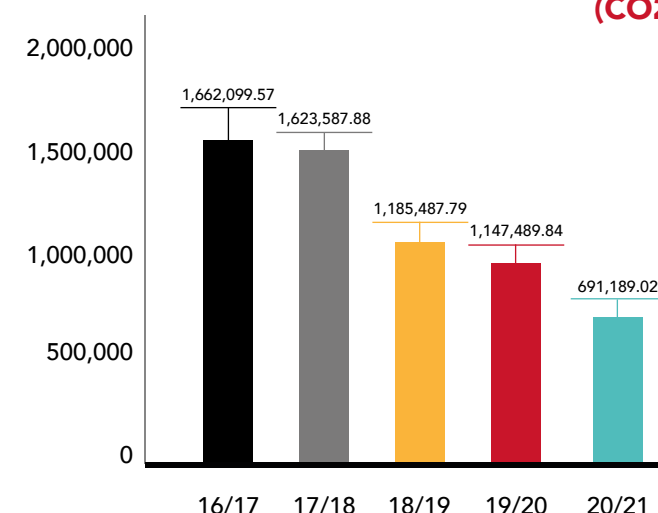
1 CPM Stanley Ho Scholarship

CV clinics

Hilary 2020	Michaelmas 2020
11 alumnae	12 alumnae
44 students	26 students

Hilary 2021	Michaelmas 2021
12 alumnae	10 alumnae
30 students	32 students

St Anne's yearly carbon emissions (CO2 kg)



Library



14,232
Loans and renewals



2,091
Accessions (books, periodicals, DVDs, pamphlets)



47 metres
Increase in size of Library collection

Outreach and admissions

2020-21 has continued in a very similar way to 2019-20 for access and outreach at St Anne's – very, very online! The lockdowns and continuation of online learning have created some 'interesting' challenges for our outreach and access activities.

Although they removed the geographical barrier of being split between our London link regions of Hillingdon and Southwark and our work in the North East of England, we found that some schools were able to engage with online sessions more than others, (and some not at all!).

We have had to think a little more creatively about how we could reach students as individuals, rather than just through their schools. As well as the challenge of technology for some individuals joining our sessions, collecting useful feedback and evaluation data on our activities has also proved more difficult – something we will need to give more thought to for 2021-22.

Despite all of these challenges, we organised **123 outreach events** across the year (an increase from 91 in 2019-20, and closer to our previous number of 127 events in 2018-19),

reaching an estimated **3,400 young people, teachers and parents** through school sessions, the Aim for Oxford programme, Q&A sessions and our online Super-Curricular Club, as well as many more through online UCAS Fairs and the University's Virtual Open Days.

We had contact, either as a college or as part of the North East Consortium, with an identifiable **131 schools, including 29 in our London link regions and 60 across the North East.**



Aim for Oxford

2020-21 saw the continuation of Cohort 1 of the Aim for Oxford programme, and we tracked the students' applications to Oxford and Cambridge with interest.

We were delighted to see 6 out of the original 7 offer holders starting at Oxford in October 2021 (representing a 34% application success rate – around 10% higher than the region's average success rate in applying to Oxford).

We also recruited for Cohort 2 of the programme, receiving over 200 applications for an expanded 50 spaces.

We anticipated that the academic taster sessions and workshops would have to take place online, but had hoped for the residential to take place in person in August 2021.

However, for students travelling such a long distance to the University, we were concerned by the increased risk of having to self-isolate during the summer, and chose to run an online programme once again.

Around 30 students took part in the August online residential, supported by tutors, postgraduates and student ambassadors from St Anne's and Christ Church.

They worked on paired research projects and gave fantastic presentations to their groups at the end of the week on topics ranging from "Do prisons work? an assessment of the conventional criminal justice system" to "How does socioeconomic status affect the onset of cardiovascular disease?" and "Investigating numerical solvers".

We are currently waiting to see how many participants applied to Oxford (and Cambridge) this year and are hoping for similar numbers to last year.

Outreach in the North East

In 2020-21 we were once again unable to travel to visit schools in person in the North East. However, working with our colleagues at Christ Church and Trinity colleges (part of the North East Consortium, alongside St Anne's), we were able to coordinate a number of events that were open to students across the region.

In the summer of 2020, we organised a series of personal statement workshops, open to any student across the region interested in making a competitive application to university, which we advertised to schools and students could sign up to attend as individuals, rather than depending on their school to organise the sessions. In October 2020 we organised a series of online workshops around skills for Admissions Tests and, in November, we arranged a series of Interview Skills Workshops alongside our Cambridge counterparts who also work in the North East.

We reached 170 individuals across this series of workshops, many of whom attended more than one session over the series. 129 went on to apply to Oxford, with 35 receiving offers (some of whom were also on the Aim for Oxford programme). Students had a 27% application success rate (about 4% higher than the region's average, and slightly lower than the 34% application success rate for students on the Aim for Oxford programme).

Virtual Open Days and Interviews

Oxford's Open Days continued in their virtual format in 2021, and we organised livestreamed student Q&A sessions (which are still available to view on our YouTube channel St Anne's College Outreach) as well as pre-recorded content from tutors and students.

Last year saw the first time that Oxford's interviews took place online. We were able to support through running online social sessions that brought together 30 Student Ambassadors from St Anne's to run Q&A and an online (festive-themed) quiz for interview candidates. We went on to repeat these social sessions during the admissions this year.

As a response to our schools' need for online content that brought super-curricular (or outside of the classroom academic content) to their students, we also set up the St Anne's Super-Curricular Club. 450 young people (aged 14-19) from across our link regions of Hillingdon, Southwark and the North East signed up to our digital platform, which, over 11 weeks, featured short videos filmed by St Anne's postgraduate students, quizzes, discussion topics and suggestions of further resources, as well as some livestreamed Q&As. Topics ranged from Modern Horror Stories to Medical Ethics, Climate Change and Geology to Medieval Theatre. We are hoping to replicate this platform for a wider audience in 2021-22, record more mini academic taster sessions, and adapt the existing content to shorter tutor programme for schools to use in the classroom.

Collaboration

We have continued to build on our (online) connections with third party organisations, as well as outreach and access partnerships across the wider University. In November 2020 we worked with departments and colleges across the wider University to organise interview skills workshops for over 2,000 disadvantaged students from across the UK. We have also been involved in the evaluation of this series of workshops and in planning how to develop these further in 2021-22.

We have continued to partner with The Brilliant Club to offer digital Launch and Graduation events and have built on our relationship with The Elephant Group to offer sessions for their schools in London and the North East. Our subscription to The Ambassador Platform has allowed our student ambassadors to be contacted by prospective applicants, both UK and international. And, although we agreed that the planned summer residential would need to take place online, we are hopeful that our pilot collaboration with Universify for Key Stage 4 students in the North East will be able to take place over Easter 2022.

It's not been an easy year to deliver access and outreach (and has involved a LOT of screen time!) but we have loved rising to the challenge of creating new content, adapting existing ideas and working with colleagues to deliver sessions that promote higher education, the University of Oxford and St Anne's college across our link regions.

Meet Eren

Eren Slate

Outreach Officer

Hi Eren! Tell us a little bit about who you are and how you came to be at St Anne's.

I grew up and went to school in rural West Dorset, although I did completely fail to read any Thomas Hardy and still haven't managed it. During school I had quite a few ideas about what I wanted to do at university before settling on Chemistry which I studied at The University of Sheffield.

I ended up staying in Sheffield for eight years doing my MChem and then a PhD in astrochemistry. As part of my PhD, I spent a great deal of time teaching the undergrad chemists which is what made me keen to work in access to higher education. After viva-ing in late 2019 I went back to Dorset just in time for the pandemic but did manage to fill my time by volunteering with a local charity supporting LGBTQ+ young people across the county.

Before starting at St Anne's, I was working in state secondary school in Somerset as a Careers Advisor and Science Subject Mentor. Being a Careers Advisor and listening to young people talk about their future aspirations, hopes and worries confirmed my feelings that outreach and access work is vital.

Ultimately, this is what brought me to my job at St Anne's and I don't think I could have found a better college to be an outreach officer at!

How have you found your first few months as an outreach officer?

Since starting in August 2021 I've had a brilliant time being part of St Anne's.

Working with Hannah Snell (Senior Outreach Officer) is both excellent fun and teaching me a lot, although I'm still getting my head around some of the Oxford traditions. I had the good fortune to hit the ground running by getting stuck in with running the Oxford for North East sustained outreach programme Aim for Oxford's summer school alongside Hannah and the Christ Church outreach team.

Now that the new academic year has started, I've been involved with both online and in person outreach and I've been developing a new enrichment resource for secondary schools to use during tutor time based on recorded mini lectures given by St Anne's researchers. It feels like it's been quite a busy few months but ones that I've very much enjoyed.

What does a day in the life look like as we start to transition back to in-person events?

There isn't really a standard day for me if I'm honest. It can range from hosting visits to college from schools, to giving online admissions advice workshops, to developing new outreach resources and activities, to meeting with our brilliant St Anne's student ambassadors.

The consistent element is a healthy mix of enthusiasm and flexibility. The pandemic has put schools under a lot of additional pressure and looks set to continue to do so for some time yet, so Hannah and I are working with our schools to make sure the pupils are still getting the best outreach we can possibly give, whether that's here at college, at their school, or online.

Hopefully we'll be able to carry on increasing the amount of in-person visits we do, both in and outbound, but whatever happens we'll carry on doing what we do as best as we can.



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 Vivian Abrokwa (Law, 2020) works with the committee and with College to improve and support the student experience.

The JCR have been striving to maintain a close relationship with the MCR, particularly with many socials and events moving online to ensure everyone's safety. In Trinity Term 2021, as things began to open up, the College Bar was moved onto the quad to enable safe socialising and one-off events such as cross-college sangria nights. We also welcomed a group of alpacas to College, which students were able to walk around the grounds as part of a Welfare event.



Members of the JCR Committee relax in the Bevington Road gardens

Demand for Welfare provision has been especially high over recent terms, so Welfare has remained a key focus for the JCR in Michaelmas 2021, with Welfare Week taking place in Week 5 and including events such as welfare teas, puppy petting, crafting workshops and a karaoke night.

St Anne's JCR ran a very successful Freshers' week in 2021, with many events welcoming new students into College life, including a funfair. For the first time in many terms, a cross-college bop was held with St Peter's, and a Christmas bop was also held at the end of the term.

The St Anne's musicians were also able to return to performance, with a spectacular Christmas concert being held at the end of Michaelmas Term featuring many St Anne's performers.

STACapella and BoomSoc are also back in business and seeing good turnouts. In terms of sport, the Saints rugby team (St Anne's and St John's) had an excellent Michaelmas, beating St Peter's convincingly in a friendly; the St Anne's netball team also won Division 3 Cuppers.

MCR

The MCR organises a wide range of events to promote a sense of community amongst postgraduate students, support their studies, and ensure their wellbeing. In the past year, the MCR tailored events to support students during the pandemic.

In Hilary Term and Trinity Term 2021, the MCR organised a variety of online events including co-working sessions two days a week, quizzes, movie nights, board games nights, arts and crafts sessions (pottery painting, origami, painting with watercolours), intercollegiate academic conferences, cooking tutorials with the St Anne's Head Chef Ben Gibbons and a cocktail-making tutorial with Linacre College.

To promote mental and physical health, the MCR organised intra- and inter-collegiate welfare walks, outdoor welfare teas/picnics (BAME and LGBTQ+ specific too) and provided free access to exercise videos with professional trainers. The MCR also maintained the St Anne's Emergency Help scheme which supported incoming international students and students infected with Covid-19 in quarantine and fostered the MCR Covid-19 Emergency Fund, which covered emergency travel, health



The MCR Committee

or academic expenses related to the pandemic. Every year, MCR members welcome new students during Fresher's Week.

This year, ours was one of the few MCRs to have organised a mix of online and in-person events in accordance with government regulations to help students bond in the first few weeks of term. Events included punting, outdoor picnics, welfare walks, meet-your-neighbours, college tours, a scavenger hunt, board game night with mocktails, quizzes, movie night, equalITies night (which encouraged BAME and LGBTQ+ communities to get together) and formal hall dinner.

In Michaelmas Term 2021, as there were fewer government regulations, the MCR hosted a hybrid of online and in-person events whilst taking measures to ensure a Covid-safe environment. The MCR hosted co-working sessions

two days a week in the MCR study room, seventh art movie screenings, board game nights, pottery painting, formal hall dinner exchanges with other colleges, welfare walks in the Botanic Garden and museum trips. The MCR also emphasised promoting environmentally friendly and healthy behaviours by organising charity shop crawls, weekly welfare teas with healthy snacks and group yoga sessions with a licensed yoga instructor.

This year has also seen the publication of the 11th issue of the St Anne's Academic Review (STAAR), an annual interdisciplinary publication, which features research, reviews and creative writing from students and fellows in all disciplines.

The current MCR President is Riddhi Jain, reading for DPhil in Experimental Psychology (Computational Psychopathology Laboratory; 2020).

Admissions

St Anne's College is committed to widening access to Oxford and becoming ever more diverse and inclusive. This year, once again, we admitted a significantly larger cohort than usual — over 130, where normally our numbers would be 118 – 120.

No student was asked to defer their place and, as measured against POLAR and ACORN criteria, we welcomed a greater proportion of students from disadvantaged backgrounds than we have previously done. 2020's A-level results day brought enormous uncertainty, as you will remember, and led to a year unlike any other.

The freshers of 2020 had faced huge school disruption, cancellation of exams, followed by the results by algorithm fiasco. Amidst all of this insecurity, St Anne's welcomed all UK offer holders and every student who achieved their offer grades – resulting in a 12% larger than usual cohort. Inevitably, this caused financial and logistical pressures on College.

There were concerns that the 2021 matriculands would be even less prepared for university life than those who joined us last year. As a result, St Anne's committed to providing additional welfare and teaching support to ensure that no student felt left

behind. In 2021, for the second time, all admissions interviews took place online, with many of the Student Ambassadors who helped out – like Zainab Bhamji – having experienced online interviews themselves the previous year.



Zainab Bhamji (Medicine, 2021)

Zainab, what are you studying at St Anne's?

I'm studying Medicine!

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

I visited Oxford for the first time in Year 10 and really loved the collegiate system of the university and the atmosphere of the city, and thought it would be amazing to be a student here one day! However, realising the application process was very competitive I kind of put the idea to one side. Later on, during my A-Levels, I discovered Oxford was one of the only universities with the 'traditional' Medicine course structure (where all the science behind Medicine is taught first before clinical teaching) which really appealed to me. So after a lot of debating, I finally decided to apply – it was worth a go!

When choosing colleges, I watched lots of tours on YouTube, and loved how refreshing and modern St Anne's was from its history to its buildings. It had great kitchen and ensuite access too which was a bonus, and I'm so grateful I got an offer to study at St Anne's!

Your A-Levels were significantly affected by the coronavirus pandemic – can you tell us a little bit more about this?

Midway through Year 12, before the start of lockdown, we were given

resources for the couple of weeks we would be at home initially. So it was quite unexpected when we ended up learning at home for the rest of the year! Adjusting to this initially was tricky, but my teachers helped by setting up online lessons and being available over email. Applying to university during a pandemic was also more difficult, as I wasn't able to visit universities or prepare together with peers to the same extent whilst at home, but I'm grateful there were lots of online resources to help with this.

Last year's Admissions interviews were of course affected too. How was the experience for you?

I had two interviews which were done online, and I was super nervous for both! I was pleasantly surprised by how fun the interviews were, and the interviewers were really friendly too. Looking back, I don't think I ever would have thought I'd fill my UCAS form and do interviews all from my bedroom! Although I wasn't able to visit Oxford for my interviews, I think it was nice to be in a more comfortable environment.

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

During the interview period last year, I really enjoyed taking part in the St Anne's socials with other applicants. The student ambassadors made it really fun and relaxing despite the stressful

interviews, and shared tips and advice which helped me feel less nervous! I really wanted to get involved this year knowing how much it helped me.

What sort of tasks did you undertake over the interview period? How was it different this year to your own experience of interviewing?

I signed up for a Q&A session with Medicine applicants this interview period, which allowed me to share my experience and tips I have to help make the process less daunting! I think this year people were more used to online meetings, so hopefully were less nervous about online interviews.

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

Watch YouTube! There are so many amazing videos, from the university themselves to current students to help you get a feel of what it would be like studying a particular course at Oxford. During the application process I also found it helpful to watch people reflect back on their application experience, and watching vlogs and tours of Oxford kept me inspired.

Describe St Anne's in one word:

Euriching

SPOTLIGHT ON

The JCR President

Vivian Abrokwah is St Anne's JCR President 2021 –2022.

Vivian, what are you studying at St Anne's?

I am a second year Law student.

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

I live in Sutton, and I have lived in Sutton for 10 years but I'm originally Nigerian. The thought of applying to Oxford had crossed my mind a few times but I never took it seriously till the start of year 13 when I was forced by my teachers to research universities I would want to apply to.

Whilst doing this, I became drawn to the style of teaching at Oxford, and I knew the tutorial system was the one for me.

What made you want to stand as JCR President? What were the key things you wanted to do in your manifesto?

Originally, I had not considered running for the role of JCR President but after being elected as Freshers' Rep, I realised that I thoroughly enjoyed being part of the JCR committee as it gave me a chance to meet other people in my year group and other members of the St Anne's community.

Due to the pandemic the opportunities to get to meet other people outside of my household bubble were extremely limited but being the Freshers' Rep meant that I had the opportunity to meet new people as students could contact me about any concerns they had, and I could help alleviate these concerns by ensuring that the JCR committee was made aware of them.

After having a remote Hilary Term, I decided that I would run for the position of JCR president as my experience at Anne's thus far had been nothing but welcoming and accepting and I wanted to use the knowledge I had gained from being the Freshers' Rep to help ensure that the JCR committee would not only represent the undergraduate community at Anne's but would work to continuously support the students.

What are you most proud of achieving in your term so far?

Thus far, I am proud of everything both I and the rest of the JCR committee have managed to achieve. We had our first Mega Bop in college since the start of the pandemic, we had a successful Welfare Week where we saw huge numbers of student participation and we also had a very successful Freshers' Week.

For the future, we hope to achieve many more amazing things including organising a St Anne's ball and ensuring that Anne's becomes the most environmentally friendly and sustainable college at Oxford.

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

Why not? There's absolutely nothing stopping you from applying for a leadership position and the chances are, if you're interested in applying you probably have great ideas and will be a brilliant addition to the JCR committee so, please go for it.



You may feel nervous and scared about the responsibilities that come with taking up a leadership position, but this is completely normal as a part of the job is learning on the go and you'll not only have the support of other members of the JCR committee, but you'll have the support of your predecessors.

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

This is going to be the cringiest thing I have ever quoted, so please forgive me, but as FDR once said, you have nothing to fear but fear itself.

Therefore, there is absolutely nothing stopping you from taking those steps and making that application.

Describe St Anne's in one word:

Wonderful

Careers Support

At St Anne's we inspire and challenge our students to fulfil their academic potential and prepare for future careers.

In order to help build up their readiness for the future, many of our alumnae are involved with our careers network activities. Career workshops are held throughout the year where alumnae discuss a specific aspect of a sector or what life is like within a certain field.

At other times, the programme focusses on sessions that will be of most benefit to students. With most applications for graduate programmes, internships and jobs due prior to Hilary Term, the focus is on CV Clinics in the autumn.

Alumnae host sessions either in-person in College or via Skype or Teams. This year, most sessions remained online. During Hilary term, with most applications having closed, students are usually gearing up for their interviews.

As such, the new focus is on Informational Interviews for students which provide interview practice and the opportunity to ask alumnae about their career, what happens on a daily basis within their role, etc.

Rob Munro (Physics, 1982)



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

I've stayed in touch with St Anne's since I left in 1985. I'm a member of the Plumer Society [ed: our society for those who are planning to leave a gift to St Anne's in their wills] and have been involved in outreach work as well as supporting the rowing club.

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

Certainly not traditional or conventional! After a short stint as a trainee accountant I opted to join the Army as an officer and served for 12 years including a UN operational tour of Bosnia. I then left and joined a small consultancy before moving to Vodafone in the IT function and spent 3 years on international assignment with the Global HQ in Germany. I then moved into financial services and after a period of permanent employment, I've spent most of the last 10 years as an independent contractor working with a variety of clients.

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

By all means have goals but also look for the unexpected, you never know where it might take you.

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

Much of my career has included a significant amount of recruitment activity. In one role, I had to build a team of 50 FTE from scratch which involved reviewing 100s of CVs and interviewing at least 200 people. I've also received a lot of advice over the years about my CV so this was an opportunity to give back.

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

Go for it! It is very rewarding and the students really value it.

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

Internships

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

Danson Programme

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

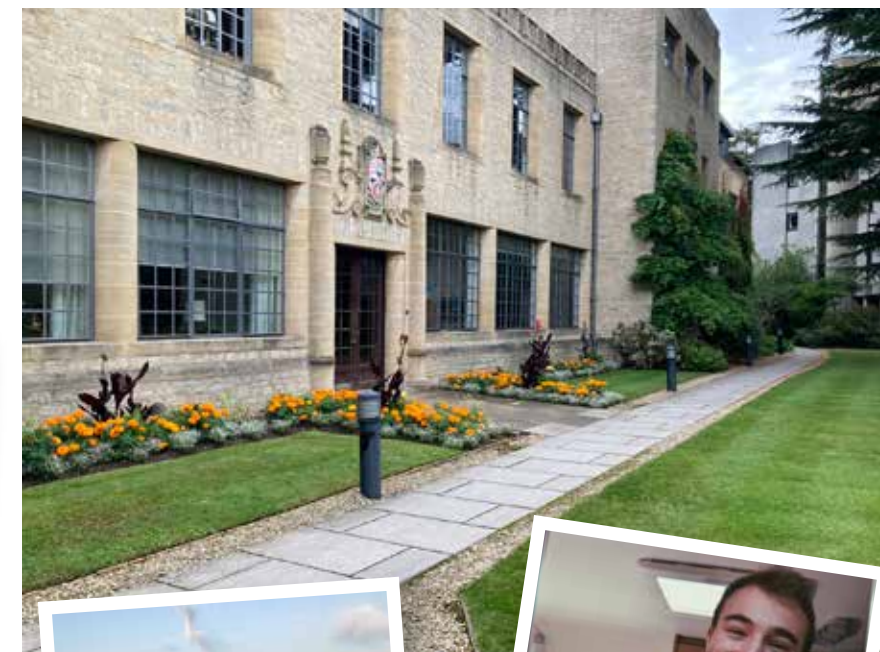


László Mikolász
(DPhil Mathematics, 2020)
Maniyar Capital 2021 intern

"The internship at Maniyar Capital lasted for 8 weeks in total, from which I spent 7 in the Risk and Performance Management team and my last week in the Quantitative Research team. Working with these different teams gave me a great insight into the daily activities of different roles within the company.

In the Risk and Performance Management team, I helped to create and improve tools to assess the fund's portfolio liquidity. In the Quantitative Research team, I had the opportunity to design and test different trading strategies. I really enjoyed and learned a lot from both roles while working alongside excellent mentors who were very patient and eager to teach.

I was very happy to be involved in some of the daily aspects of the team's tasks that allowed me to have a very real experience of what it would be like to work in such a company. I also felt very energized by the fast paced and intellectually challenging nature of the work and the fact that I could learn something new from my supervisors, pretty much every day."



Sofia Robson
(Classics, 2019)
GlobalData Customer Success Team 2021 intern

"Completing a Danson internship was the most worthwhile thing I could have done for myself career-wise. The opportunity to immerse myself in working life gave such a valuable insight into the company. I received an unparalleled level of support and guidance, which proved useful not only during the internship but also afterwards in selecting a potential career path; I learnt so much.

The entire Customer Success team was welcoming and informative, ready to answer any of my questions and push me outside of my comfort zone. It was a most valuable experience that has excited me about my future career."



Andrew Platt
(MEng Engineering Science, 2018)
Finbourne Technology 2021 intern

"It was a fantastic experience working at Finbourne Technology as I really felt like part of the team rather than "just an intern." It was enjoyable to work in a team with so many intelligent people and I felt very welcome. The environment was hard-working but not too stressful; it felt like we as a team and as a wider company had a lot of work to get done collectively, rather than individuals being solely responsible for pieces of work. So it was good to feel like I could ask for help with any issue I had.

Overall I would highly recommend for anyone interested in a career working with software of any kind, whether in the world of finance or not. You get a lot of exposure to different technologies working there even outside your team so it's a very useful and interesting place to work!"

From the Senior Common Room

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

Our academics' awards and achievements:

Professor Sir Peter Donnelly, Honorary Fellow, has been awarded the Royal Society's 2021 Gabor Medal for "pioneering work in the genomic revolution in human disease research, transforming the understanding of meiotic recombination, and for developing new statistical methods." The Gabor Medal is awarded annually for acknowledged distinction of interdisciplinary work between the life sciences and other disciplines. The award was created in memory of the engineer Dennis Gabor FRS, Nobel Prize winner and inventor of holography. Professor Donnelly is Emeritus Professor of Statistical Science at the University of Oxford and an Honorary Fellow of Balliol and St. Anne's colleges. He was Director of the Wellcome Centre for Human Genetics from 2007-2017.

Professor Bernardine Evaristo, Honorary Fellow, is to be the next president of the Royal Society of Literature, becoming the first writer of colour to hold the position. Bernardine will take over from Marina Warner, making her only the second female president in the society's 200-year history. She said she was "deeply honoured" to be chosen as the organisation's figurehead. The society was "boldly embracing the 21st century as a great champion of the possibilities

of a more egalitarian culture for literature," she added.

Professor Denis Feeney has been appointed an **Honorary Fellow** of St Anne's. Prof. Feeney has a longstanding and affectionate relationship with the Classics School at St Anne's (most recently he was our guest lecturer in Michaelmas Term of this year). His works are very well known and popular with our undergraduate and graduate students and he is without doubt one of the most eminent Classical scholars of his generation.

Professor Bent Flyvbjerg, Senior Research Fellow, has published a number of research papers which have received significant media coverage. In December 2021, he published 'Top Ten Behavioural Biases in Project Management: An Overview', in *Project Management Journal*. The paper recognises that behavioural science has seen an explosion in the number of biases identified to over 200. Professor Flyvbjerg identifies the ten most important ones for project management. He stresses the need for leaders in business and government to understand biases, to succeed with their projects.

Professor Peter Ghosh, Jean Duffield Fellow in Modern History, has been recognised with the title of **Professor in the University's Recognition of Distinction Exercise**.

Professor Imogen Goold, Fellow and Tutor in Law, has been recognised with the title of **Professor in the University's Recognition of Distinction Exercise**. Professor Goold has also been appointed Visiting Professor of Medical Law at Gresham College. Founded in 1597, Gresham College is an independently funded educational institution, that has been providing free lectures within the City of London for over 400 years. Its objective is 'to contribute to society through the pursuit, dissemination, and application of knowledge, by means of innovative collaboration and partnerships'. As visiting professor, Imogen will give three lectures in the 2021/22 Gresham lecture series. She gave the first of these lectures in October 2021, on the topic of children and consent to medical treatment. The lecture was live-streamed and can now be viewed on YouTube.

Her second and third lectures will examine whether the law should allow people to own human bodily material such as organs and blood, and how the law should regulate the freezing of oocyte to extend female fertility.

Tom Ilube, CBE, has been appointed an **Honorary Fellow of St Anne's**. On his election, Tom said: "I am delighted to accept the offer of an Honorary Fellowship from St Anne's College. Over the past three years, I have worked closely with St Anne's in the capacity of Advisory Fellow, developing a strong relationship which I look forward to continuing as I move into this new role." In appointing Tom Ilube to an Honorary Fellowship, we hope to celebrate not only his personal achievements but also the invaluable support he has offered to St Anne's College.

Professor Antonia Layard, Tutor and Fellow in Law, has been made **Fellow of the Academy of Social Sciences (FACSS)** for her contributions to social sciences.

Amanda Pritchard has been appointed an **Honorary Fellow of St Anne's**. Amanda Pritchard was recently appointed Chief Executive of NHS England, having enjoyed a very successful career in healthcare and public policy since leaving St Anne's with a degree in Modern History in 1997. She is the first woman in the health service's history to hold the post as Chief Executive of NHS England, an organisation whose staff are more than three quarters female. The NHS is one of the largest employers in the world, the biggest in Europe, employing over 1.3 million staff. In her role Amanda will be responsible for an annual budget of more than £130 billion while ensuring that everyone in the country receives high quality care.

Professor Tim Schwanen, Supernumerary Fellow in Geography, has been made **Fellow of the Academy of Social Sciences (FACSS)** for his contributions to social sciences.

Professor Antonios Tzanakopoulos, Fellow and Tutor in Law, has been recognised with the title of **Professor in the University's Recognition of Distinction Exercise**.

Library

By Clare White, College Librarian

When the national lockdown was announced as we returned to work in January 2021, the Library team briefly worried that we would have to close the reading rooms again as we had the previous March. Thankfully we were better prepared this time, and were able to keep the Library open throughout 2021, with all the cleaning, hygiene and distancing measures we had put in place at the start of the academic year.

It was a lonely winter with very few of our students in Oxford to use the Library, but as universities nationwide were given approval to allow students in certain subjects and taking certain exams back onto campuses, the clamour went up from our students to be able to return to Oxford, with access to library resources being one of the strong arguments for returning. The Library was by no means as full as it usually is during Trinity Term 2021, but it was good to see the students and heartening to hear from the finalists how much it meant to them to be able to revise in the reading rooms.

By the time Michaelmas Term 2021 came, we were back to almost normal library operations with 24/7 opening (minus an hour once a week for "fogging" with disinfectant), with 155 study spaces instead of the 46 we had had in Hilary Term, and with the team once again staffing the reception desks to welcome students, answer queries and remind library users that eating a McDonald's takeaway in the reading room is just not acceptable. Pandemic or not, some things never change.

The silver lining to the ongoing Covid-19 situation was that we had the opportunity to carry out a project over the Long Vacation which we had been hoping to do for many years. With very few of our own students

around, and our major summer school programme cancelled for the second year running, we closed a large part of the first floor in the "old library" in Hartland House and redecorated the Geldart Room and the Main Library.

Whilst current students and alumnae may be confused by its title, the Main Library is actually the large reading room, home for many years to the English Literature and British history collections. This, along with the Geldart Room, housing the law collection, formed the extent of the original library when Hartland House first opened in 1938.

Feedback gathered from students, both before and after the Tim Gardam Building with its "new library" opened, made it clear that they liked the "traditional Oxford library" atmosphere of Hartland House, but that it was looking somewhat shabby and the study environment was not up to scratch. The lighting was poor; there were not enough sockets for laptops and the rooms were littered with trailing extension leads; the desks were stained with years of ink and coffee spills, and the surfaces were badly chipped where stressed students had picked away at the layers of veneer whilst tackling the latest essay or problem sheet. The contrast with the new library only served to emphasize further how tired the old library was looking. Time for a major makeover.

The Main Library and the Geldart Room were painted, the woodwork of the shelf-ends and doors was cleaned, the deep wooden sills were replaced at all the windows, the tops of the tables were replaced with replicas of the originals onto which were mounted sockets

and task lighting (the same lighting as installed in the Bodleian's Weston Library). Channels were cut into sections of the floor to bury the cables, and the parquet floor was lovingly restored to its former glory. It was a dusty, noisy few weeks but worth it for the end result.

The 1952 edition of *The Ship* includes a quote in the Principal's Letter on the opening of phase 2 (the middle section) of Hartland House:

"Sir Giles Gilbert Scott told me on the opening day that often he felt a building for which he was responsible and which he thought beautiful was spoilt by unsuitable furniture, but this could never be said of Hartland House."

I very much hope that he would approve of the changes we have made to his library built in the first phase of Hartland House, and that he would find the new table tops and lamps as suitable as the originals.

This refurbishment was possible thanks to a legacy gift to the College made by alumna Ann Richardson who passed away in 2017. Ann matriculated in 1952 to read Jurisprudence and was a longstanding supporter of St Anne's. Part of her gift was for the acquisition of English and worldwide literature to create a library of "outstanding merit", as she phrased it in her will, and we have been adding to the collection for the past four years to fulfil her wish.

Using the remainder of Ann's legacy has revived the reading room, making it worthy of the collection she has helped to grow, and we are extremely grateful to her for her generous gift.



Meet our Fellows

Prof Syma Khalid

Tutorial Fellow in Biochemistry

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

My undergraduate and graduate studies were completed at the University of Warwick. I was then a postdoc in Biochemistry here at Oxford and also a stipendiary lecturer at Christ Church.



I recently returned to Oxford after ~15 years at Southampton. My current position is within the Department of Biochemistry and at St Anne's. I was drawn to St Anne's given its reputation for being forward-thinking and egalitarian.

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

St Anne's has been overwhelmingly friendly and very supportive (students and academic/support staff). I very much enjoy starting the day with breakfast in college with my colleagues, it has rapidly become a very comforting ritual!

You describe your research interests as: "Bacterial cell envelopes, membrane proteins, molecular simulations, bacterial cell walls".

Could you explain a bit for the lay person about what this entails and what the applications are? What drove your interest in it?

Bacteria are simple organisms, they consist of a single cell, in contrast we have trillions of cells.

Yet despite their simplicity, bacterial cells are surrounded by rather complex cell envelopes. The cell envelopes allow waste products to be expelled from the bacteria and essential nutrients to enter – but they do not allow harmful molecules to enter. How is this achieved?

I use computer-based methods to address this question. This involves using huge computers to run calculations, that can run for weeks, to predict how the molecules in the cell envelope move about and interact with each other.

What research project are you working on at the moment and what does this aim to achieve?

I am working on a number of different projects at the moment. Some of these are aimed at working out how antibiotics target specific proteins in bacterial cell envelopes, whereas others are focused

on more fundamental biology of the cell envelope, e.g. how is the cell envelope arranged/organised?

You are teaching both undergraduate and graduate biochemistry.

Can you tell us a bit more about your major teaching areas and what the undergraduates are learning about?

My major teaching areas are at the molecular end of biochemistry. I teach a range of topics including the structures of various cellular components, movement of molecules through proteins and interpretation of different types of data.

I have really enjoyed teaching the first years about the 'molecular choreography' that occurs within cells and how biological molecules are (mostly) highly dynamic.

Meet our Lecturers

Dr Laura Seymour

Stipendiary Lecturer in English

You came to St Anne's last year as a Stipendiary Lecturer in English – could you tell us a bit about your background? What made you want to come to St Anne's?

I studied at a state grammar school; Section 28 was repealed when I started AS levels, but I can't say I noticed much change. I was the first university-goer in my immediate and extended family; I did my BA and MPhil at Corpus Christi Cambridge, and gained my PhD (in 2015) and Higher Education Academy Fellowship at Birkbeck, University of London. Like many academics, I have known employment only in varying degrees of precarity; I have been a lecturer at Birkbeck, Bath Spa, and Royal Holloway.

I was attracted by St Anne's reputation for friendliness and by the wonderful papers I could teach here; I'd heard great things about St Anne's from others and thought it would be a welcoming place to me and the research I wanted to do on disability studies – I was right! I work part time at St Anne's and am here until September 2023.

What have been your first thoughts about St Anne's since joining? How is it similar to or different from previous institutions and experiences?

St Anne's is a lovely community – from the students to all the academic and non academic staff. I like that at St Anne's I can spend more time with students and hear what they think; I wish I could have done more of that in my other jobs. Teaching here is very different from my last job as a full-time lecturer at Birkbeck where I taught a large number of mature students and working people.

The classes ran 6-9pm; my students would do a day's work and/or look after their children before heading to Bloomsbury to pursue their degree. It is a very special place and I loved hearing about students' lives before they came to Birkbeck. You didn't need formal qualifications to do a BA there: many people entered with no A Levels or GCSEs and left with many beautiful achievements. Working there taught me that learning is truly a life long journey and that we shouldn't compare our paces and styles of study with other people's. St Anne's is also thankfully different to my schedule at Bath Spa where I had to get up at 5am to reach Bath in time to give 9am lectures! No matter where I come across them, though, students challenge, teach, and inspire me not just with their essays, but with their ambitions, their individuality, and the way they learn from each other and their care and respect for each other – long may they do so.

and the way they learn from each other and their care and respect for each other – long may they do so.

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

I teach two papers here: Literature in English 1550-1660 and Shakespeare. I supervise undergrad and postgrad dissertations in areas overlapping with my research. The second year students and I are learning about various early modern topics, like the first known sonnet sequence in English (historically ignored, perhaps because a woman wrote it), sixteenth-century stage devils, and pastoral poetry. I have been delighted to see the third years' Shakespeare research, which ranges from asexuality in Shakespeare to radical performances for schools to Shakespeare's representations of caesarean sections. To give just one example of the wonderful dissertations students are coming up with, I'm currently supervising work on seventeenth-century representations of lesbian bed death – and death beds.

You have recently set up, with Professor Sian Gronlie the Neurodiversity at Oxford network,



which is dedicated to supporting, empowering and celebrating the University's neurodiverse community of students and staff. A launch event was recently held at St Anne's. Could you tell us a little bit about this? What made you want to get involved?

We were very fortunate to receive a grant from the Oxford Diversity Fund to run this project which is the first of its kind, by neurodiverse people for neurodiverse people. We offer a variety of events in St Anne's throughout the academic year 2021-22, open to anyone at Oxford. In Michaelmas we launched with a poetry reading from Dr Joanne Limburg (author of *The Autistic Alice and Letters to My Weird Sisters*) and had a relaxed film screening of the autistic and learning disabled romcom *Keep the Change* (2017). In Hilary, we set up a mentor scheme which will pair trained neurodiverse staff mentors with neurodiverse students; we mentors will spend three weeks training for this. We'll also offer a workshop on academic and career skills for neurodiverse staff and students in Hilary, and an art exhibition.

In Trinity, we have a talk from Dr Avi Mendelson on 'Shakespeare and Mad Activism' and Becks Turner will perform her dyslexia show Melonade. We are grateful to have Joel Casey and Dr Alvin Leung with us, running the project's admin and monitoring and evaluation respectively. We hope to continue even bigger and better next year. If any aspect of this project speaks to you, please join in – we're @neurodiverseox.

I wanted to get involved in such a project firstly because I am inspired by Siân and her passion to help other neurodiverse people at Oxford. Throughout our lives, disabled and neurodiverse people face many difficulties that others do not, including in employment, study, and mental health. There is currently a gap in attainment between disabled and non-disabled students at Oxford, and this intersects with factors like race, social class, gender, and being LGBTQ+ and/or first generation. I know how lonely it can be living in a world not made for you, but neurodiverse people are brilliant at supporting each other so we set up this project to help create a visible neurodiverse community in Oxford. Though I have always been autistic, it was actually through acquiring a physical disability (I was left disabled by cancer and cancer treatment a couple of years ago) that I truly appreciated human beings' fragility and our dependence on each other, and the importance of disabled community. Leah Lakshmi Piepzna – Samarasinha puts this beautifully in her book *Care Work: Dreaming Disability Justice*.

A lot of your research is on neurodiversity and diversion from social norms, specifically in Early Modern European literature.

Could you talk about this a little? Why do you think it's so important for work to be conducted in this area?

My first book examines people who diverge from social norms in 16th-18th century Spanish and English literature, from picaresque rogues to Quakers who believed everyone was equal so refused to remove their hats to social 'superiors'. I am inspired by people who owned their weirdness and refused to behave how society wanted them to – sometimes at great cost to themselves.

I am now researching neurodiversity in English and neo-Latin texts from 16th-18th century England, Scotland, and Amsterdam. My most recent forthcoming article is about the extraordinary 1683 autobiography of Hannah Allen, a middle-class woman who describes her experiences of self harm, suicidal ideation, and voice hearing. I'm currently working on OCD and Calvinism, autistic rhetoric in Shakespeare's plays, the ethics of using legal testimonies to understand autism and learning disability, divine madness, whether heaven is disability-accessible, and autistic utopias in seventeenth-century drama.

I do not 'diagnose' early modern authors or literary characters—I generally find this dehumanising—rather I look at how they might resonate with neurodiverse people nowadays. I identify and hone the ways in which neurodiverse ways of reading – for instance reading autistically – can illuminate texts in new ways.

It is important for work to be conducted in this area by neurodiverse people, who can bear witness to experiences of neurodiversity in the past – neurodiverse people are part of history.

Meet our staff

Chris Conway

Estates Manager



You have been a familiar face at St Anne's as Estates Manager for some years.

Could you tell us a little bit about your background? What brought you to St Anne's?

I joined St Anne's in January 2017, but I have been working within the Oxford Colleges since early 1993, almost entirely in facilities services roles. I joined St Anne's, looking for a fresh change in my working day, but it was after meeting with the then Domestic Bursar, Jim Meridew, that I knew I wanted to work here at St Anne's because of his great enthusiasm for the College and the team I would join.

Given the number of years I have worked in Oxford, five years is still a relatively short time, but immediately you feel part of a larger team and community and this is essentially what brought me to St Anne's.

What is a typical day for you as Estates Manager – what does it take to keep a college like St Anne's running?

A typical day at St Anne's has changed very much over the past 21 months. My day is never the same but also always the same. It will always start with checking emails for any urgent faults that have occurred over night and making sure these are reacted to accordingly, either by the in house Maintenance Team or, if needed, by external contractors. If contractors have been booked for specific works, they are met and any 'site

rules' or planned alarms details shared with them. Then as I say my day is always the same, but never the same: planned meetings with other staff, to discuss works required or unplanned ones to discuss issue arising. Ordering parts and materials to fulfil the works in hand, checking and authorising invoices for this and all the servicing contracts carried out to keep the College services running.

There are many things that go unseen but are essential to keeping the College compliant, such as fire alarm servicing, water hygiene (legionella checks), gas safety. With over 500 residential rooms and the services required to provide these with heat, hot water and power, there is always something to repair and check.

Since the pandemic began, the Estates team (as well as other teams) have faced many more challenges than usual.

Can you explain what extra pressures you and your team have been under since March 2020?

The pandemic has given us all new challenges to manage and adapt to. As a Bursary department on the whole we have all pulled together, sharing thoughts and practices to continue to keep College operating throughout.

Initially like everyone else, there was the confusion of should we travel, shouldn't we, but it soon became clear the 'compliance issues' – water hygiene, fire alarms etc - would need to be maintained. For the estates teams (like

others) this meant a mixture of being at work one week and on furlough the next, in order to keep several 'teams' going in case of staff having to isolate.

Unfortunately some of our residents were unable to travel home and this meant that we had to plan our access into rooms very much more carefully. When things began to open up more, receiving visitors in College became more complicated.

Complicating factors included completing forms for both parties to confirm there were no known Covid cases and finding companies that had not put their staff onto furlough to complete works. Perhaps the biggest challenge I faced was when we all realised things were not going to be back to normal by Easter 2020. At this point I recognised the need to drastically cut back on my budgets, both the current operating budget and that for the coming year.

We have had some particular problems with staffing and staff illness over the past two years – and we were all especially concerned when another familiar St Anne's face, Derek Brant, went missing in July and was sadly found deceased at the end of last year.

Could you tell us a bit about that?

Staffing has been a challenge. During the lockdown, we had to balance how many staff should safely be allowed on site, how many were actually needed and how many could be furloughed.

St Anne's managed this very well and staff were relatively untouched by the pandemic at work, but it did have an impact on us in other ways. One of team, Enrique Ramirez Castro, decided it was time to move to another part of the country which was a loss to us as a team and he is missed. My thanks to him for the role he played.

Perhaps the biggest impact the pandemic has had on the Estates team was the loss of Derek Brant. Many of you will know Derek had been missing from home (and I include St Anne's as home for him) since July 24th 2021. We last saw him at work on the afternoon of Wednesday the 21st.

Derek had been part of the Estates team since late 2016 but had been working at St Anne's at Robert Saunders House since 2006.

Derek worked mostly around the grounds, clearing rubbish from buildings to the bin areas, keeping the College tidy, emptying the external bins, pressure washing footpaths.

He had what might appear a minor role in College, but actually this role has a large impact on us each day, influencing how College appears to all of us. Derek lived alone just outside of Oxford and found, as did many others, the solitude of lockdown a difficult way of life. We hoped that this was a temporary impact, for us all but especially Derek.

Derek was a familiar face to all staff and students; because of his role, he was seen all around College. Because of an injury sustained at an early age, he

was not the most chatty type of person, but would also greet people on site and had his routine. When we returned to College in early 2021, many staff could see his personality had changed a bit and expressed their concerns to me and other members of our team.

When Derek failed to come into work many of these same staff took it upon themselves to look and spread word even before he was officially missing, and for this both Derek's family and I would like to share their thanks.

We were devastated to hear that Derek's body had been found by police in late November. However, we are grateful to everyone who helped look for him over these difficult months. Derek's funeral was held in Chalgrove on 14 January and his family requested that, instead of flowers, charitable donations are directed to Missing People and Lowland Rescue, Oxfordshire. Personal donations can still be made to these charities at <https://derekbrant.muchloved.com/>



Image from Derek's funeral, courtesy of his family

Are there any changes you would like to make over the coming few years at St Anne's?

With 2022 now upon us and our environment being such an important matter for now and forever, it is important that St Anne's takes that extra step to do our bit. I hope to make it easier to recycle more packaging for the College.

Our current waste contractor has good measures in place for recycling waste and we must improve our process in College, which I aim to do.

We will continue to reduce our energy consumption where we can, with energy efficient fittings and appliances, but will look at ways to encourage personal energy reduction in College.

The larger changes for the next few years will include an undergraduate accommodation project which will be significant, and which we will announce fully in the months to come.

As a pipe dream for St Anne's, I would love to be able to improve the biodiversity of our outdoor space, perhaps to include a solar hub with charging points for outdoor studying and socialising.

Finances

Once again the impact of Covid-19 on College finances was keenly felt.

Continued careful management of expenditure, further support from Government and from the College Contribution Scheme meant a surplus before depreciation of £1.3m (2020 £1.1m) was achieved, still considerably lower than 2019.

The College also benefitted from the recovery of investment markets so that the loss on investments recorded last year rebounded from a £4.4m loss to a £7.0m gain, resulting, after the other SORP* adjustments, in College being able to take a £6.3m surplus to reserves (2020 loss -£4.2m).

The prudent maintenance of relatively high cash balances, generated from prior year surpluses, combined with the balance of the Bond funds, continue to stand the College in good stead.

Governing Body remains sensitive to the risk of the longer term effects of the Covid-19 pandemic, in particular how quickly and in what form the conference business and international summer schools will return. There is also a question mark over the ongoing mobility of visiting students. The College will continue to look to diversify its income streams and to exercise strict control on expenditure.

Summarised expenditure

College expenditure control grew even tighter during 2020-21, achieving a £709k decrease on the prior year, totalling £1.2m of cost reductions over the two years.

Staff costs in the year reduced by 8% over all; this is particularly evident in **domestic support**, where savings were formed of a combination of minimal casual costs due to the lack of internal and external events and conferences, with gapped permanent posts as staff retired or departed.

With a much reduced site presence of students, **supplies and services** achieved £400k of savings, including reduced variable expenses like food purchases and utility costs, and saving decisions around discretionary expenses like furniture and fittings. These were achieved in spite of increased Covid-19 specific costs like marquee hire, disposable but recyclable meal packaging and hygiene materials.

Although **buildings and grounds** costs were saved, they were impacted by the increased cost of renting additional accommodation. This was to enable revised socially distanced households

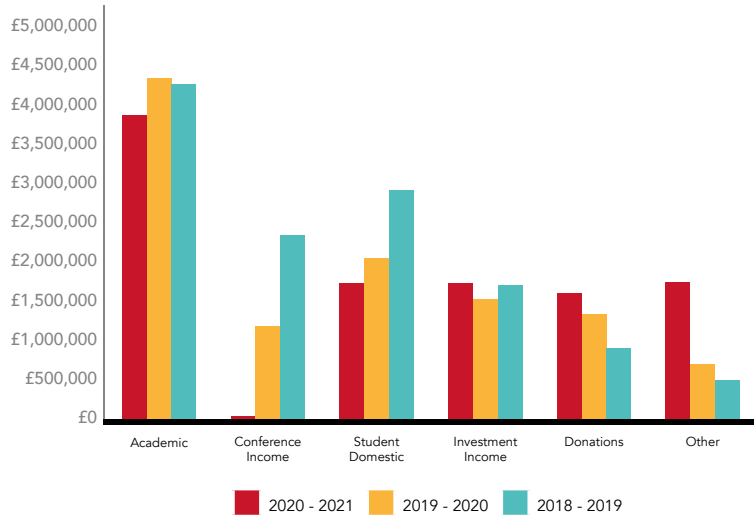
whilst students were in residence, a decision made before Michaelmas Term, and before the second lockdown was announced.

Student awards also increased in the year, funded by donations to the Covid-19 appeal, and other specific donations; awarded to ease student life during the upsetting and uncertain times they faced. Several overseas' students were helped with the significant cost of vacation residence whilst they were unable to return home.

Summarised income

	2020-21	2019-20
	£000	£000
Academic Fees	3,368	3,187
Student Domestic	1,743	2,074
Conference Income	43	1,185
Investment Return on Endowment	1,745	1,520
Other Academic Income	364	1,049
Donations - Academic Other	598	421
Donations - Annual Fund	873	669
Donations - Endowment	119	44
Donations - Buildings	12	231
Other Income	1,743	669
Research Income	134	119
Events & Sale of Merchandise	-	12
Academic Summer Schools	-	26
	10,742	11,207

Covid-19 Impact on Income



The table, graphically presented above, clearly demonstrates the continued effect of Covid-19 on three of the College's five main income streams.

Academic income suffered further from reduced Visiting Student fees as most were unable to travel to Oxford.

Conference income was almost nil, no longer benefitting from the early year bookings which kept it afloat in 2020.

Student Domestic income was blighted by students studying remotely; College only charged for accommodation whilst students were in residence, which was mostly only in Michaelmas term, with only a few students being allowed to return to site during Hilary and Trinity Terms.

More positively, **donations** rose magnificently, continuing the momentum from the onset of the pandemic, with

strong receipts for the Aim for Oxford outreach programme; renewed graduate scholarships from the Nesta Ferguson fund; and donations to the new Huxter fund to support students with difficult family circumstances. The Annual Fund benefitted further from many generous donations to the Covid-19 appeal, and the endowment benefitted from a significant new donation.

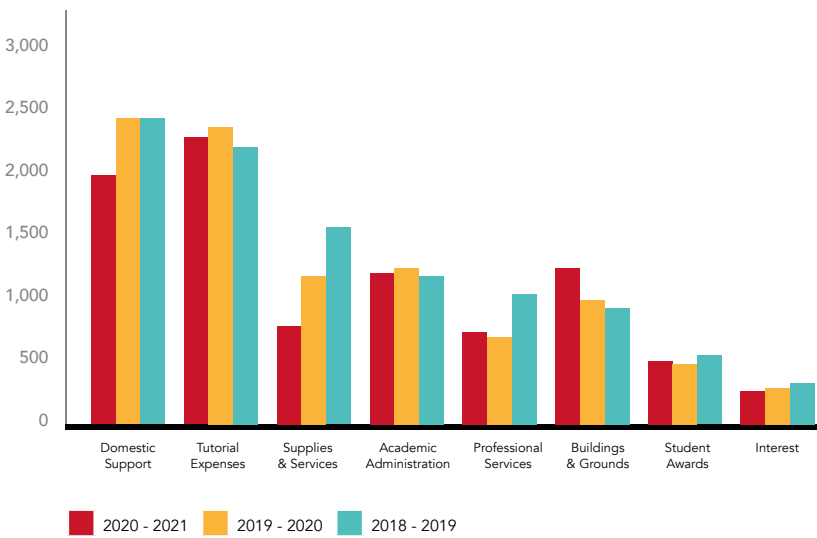
Other income reflects £470k of Government support from the Job Retention Scheme, allowing 48% of College's residential and support staff to be retained, but furloughed on full pay. Most significantly to College's financial position a welcome and much needed £1m grant from the College Contributions Scheme, repurposed in the year to support those Oxford colleges particularly adversely affected by lost income streams.

Finally, **investment income** recovered strongly, benefitting from both the return of market confidence, and Governing Body's decision to adopt a Total Return accounting policy, which gives more predictable and stable returns than income alone. This is allowed by the Charity Commission and is in place at many charities, including the majority of Oxford colleges.

The asset allocation of the invested endowment has been repositioned to maximise capital growth; in addition investments have been refined to exclude fossil fuels providers, mining companies and weapons manufacturers, and are also managed against a new Responsible Investment policy.

	2020-21	2019-20
	£000	£000
Domestic Support	1,961	2,399
Tutorial Expenses	2,264	2,349
Supplies & Services	780	1,180
Academic Administration	1,185	1,237
Professional Services	722	688
Buildings & Grounds	1,223	990
Student Awards	502	482
Interest	273	277
Library	220	225
Donor Funded Projects	150	145
JCR/MCR	75	75
Other	26	44
	9,381	10,091

Covid-19 Impact on Expenditure



Reconciliation to published accounts (FRS102 Charity SORP*)

*FRS102 Charity Statement of Recommended Practice is the required format to which the published accounts must conform. The Annual Report and Financial Statements of the College are available on the Charity commission website <https://www.gov.uk/government/organisations/charity-commission>.

There you will find further commentary on pages 16-20, with the full accounts and notes on pages 31-55.

*2021 SORP adjustments made up of: -£7,078k gain on investments; investment management costs £201k; pension deficit reduction -£185k; change in holiday pay provision -£8k.

*2020 SORP adjustments made up of: holiday pay provision £152k; investment management costs £195k; pension deficit reduction -£880k; £4,408k loss on investments.

	2020-21	2019-20
	£000	£000
Income shown	10,742	11,206
Endowment redeemed capital	(742)	-
SORP Income	10,000	11,206
Expenditure shown	9,381	10,091
Add depreciation	1,353	1,411
SORP adjustments*	(7,074)	3,873
SORP expenditure & gains/losses	3,660	15,375
SORP (loss) / surplus	6,340	(4,169)

Development and alumnae relations

We are extremely grateful to everyone whose donations have enabled us to navigate through these difficult times and continue to deliver the world-class teaching, research, and student support of which we are proud.

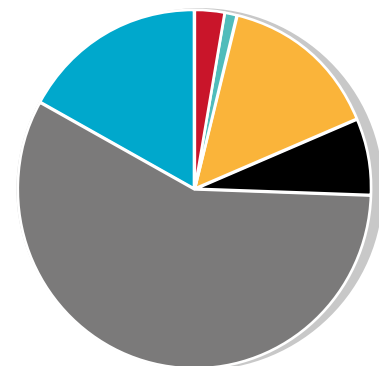
As you will have read in previous reports, the College has faced financial pressures as a result of the Covid-19 pandemic. We have also seen a dramatic increase in the need for welfare, teaching, and other forms of support from our students.

The start of the 2021-22 academic year saw a sense of normality beginning to return to the College. However, the longer-term impact of the pandemic on our students continues to be felt.

Despite our efforts to have as 'normal' as possible an academic year, we know they will continue to need a broad range of support, possibly for the rest of their degree studies.

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

Thank you.



Areas your donations supported in 2020/21

In the 2020/21 year, over £1.58m was raised from 1,380 donors, with over £644k going to the Annual Fund. With 10% of our alumnae giving to College during this time, it's clear that your collective donations make a huge contribution to our work.



Alpaca walking in the quad as part of a welfare initiative, Trinity Term 2021

Key Projects

The Covid-19 Emergency Fund

The 2020/21 year brought with it three very different terms: all students back in Michaelmas, but at one point, over 100 students were self-isolating in their rooms; virtually no students back in Hilary, apart from those who could not get home because of restrictions; and a much higher number back for Trinity - although over 70 had to remain in Oxford beyond term time to complete periods of isolation. Thankfully, we were able to welcome all of our students back in Michaelmas 2021, with teaching and learning continuing relatively normally, and we kept Covid cases to a minimum.

The Covid-19 Emergency Support Fund that we set up in April 2020 played a vital role in helping us to respond to these rapidly changing situations and to keep college functioning, allowing us to provide the education our students deserve, whether in College or remotely. Although we are no longer in 'emergency mode', the evolved Covid-19 Support Fund is continuing

to help us to support our students as the repercussions of the pandemic continue.

Schooling has been so disrupted in the last two years that many students have come to us with considerable gaps in their skills and knowledge and have needed additional support to bring them up to the undergraduate level required.

We have provided resources to those who have needed it most, including purchasing and posting materials not available online to students at home and provided additional tutoring, particularly in general study skills, such as academic writing. Many students and their families have suffered financial hardship. 26.6% of Home/EU students are in receipt of bursaries this year (up from 22.8% in 2019/20) and in Michaelmas 2021 alone, we had three times the number of students requesting hardship funding - due to family breakdown, graduate students whose studies have been delayed, or treatment

for mental health. We expect to see a similarly high number in the Hilary 2022 term. Our Welfare team have also been stretched during this time. An Oxford degree could be stressful even before the pandemic, but the uncertainty of the recent years, without access to the usual in-person social support to offset it, has compounded the issue for many of the students, and over a quarter of them had been in touch with the welfare team, citing anxiety, depression and "feeling overwhelmed".

The generosity of our alumnae and friends has helped us to ensure that no-one is prevented from continuing their course for financial reasons, as well as helping us to maintain a second Dean of Welfare to emotionally support our students during the height of the pandemic.

Annual Fund

A donation to the Annual Fund allows St Anne's to allocate your gift to areas of greatest need. It supports bursaries, hardship funds, graduate scholarships, essential student welfare services, new books, travel grants, subsidies for our sports clubs and societies, outreach, and the tutorial system that is so fundamental to the Oxford education.

It is your generosity which allows St Anne's to continue to fund these 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.

We are grateful to the many of you who choose to support this area.

Welfare

Our students are faced with a growing number of concerns such as managing the transition to University, financial worries, family issues, homesickness, exam pressure and job applications. Some also experience physical and mental health conditions including anxiety, depression and problems sleeping and/or eating, and these issues have been exacerbated during the pandemic.

Our fundraising helps to ensure that we have a team available at any time of day or night to talk through any issues, and ensure all students receive the help and advice they need, including directing them to specialist help if necessary.

Outreach and Aim for Oxford

For many years, St Anne's has had a strong outreach programme which aims to widen participation in Higher Education generally and access to Oxford specifically within our link regions. In 2019 we launched Aim for Oxford - a sustained contact outreach programme which works closely with disadvantaged students from their GCSEs through to starting at Oxford.

The 2019 Giving Day enabled us to fund 43 students in the first year of their programme. 28 of these students attended the online residential, 19 went on to apply to Oxford, and 1 to Cambridge, with 7 receiving offers for Oxford and 1 for Cambridge - a 37% Oxbridge applicant success rate.

The 2020 Giving Day allowed us to run the second year of the programme for 40 further students. We received over 200 applications in 2020 and in 2021.

The proceeds of the 2021 Giving Day will allow us to increase the number of students we can take on to 50 students and with your help, we very much hope to be able to extend it further in the future. You can read more about Aim for Oxford and the ways that our Outreach team have had to adapt their programmes to meet the changing needs of schools and potential students on page 8.

Lucy Trafford

DPhil Law 2019

"I would just like to say thank you, and how grateful I am for the opportunities that I have gained through receiving the Graduate Development Scholarship for Law. It has really helped to improve my studies, teaching experiences and financial situation, has cemented my aspirations to be an academic, helped me to take part in college activities and to focus on my studies, especially during what has been a very difficult year for everyone."

Graduate Support Fund

In 2022 we are launching a Graduate Support Fund - a new fund dedicated to supporting the many particular needs of our postgraduate students, who have been hit equally hard by the pandemic as our undergraduates. Many either haven't been to Oxford at all during their studies or haven't been able to return home and their studies have been disrupted by their inability to carry out essential research.

Graduate students can apply for various scholarships to supplement their income whilst here, but scholarships are limited and particularly so in the arts subjects. This new fund will help supplement scholarship support, including our Graduate Development Scholarship (GDS) programme.

Riddhi Jain

MCR President

"St Anne's has such an intense sense of community, guaranteeing a warm welcome to Oxford and providing academic and welfare support for its students. However, self-funded graduate students can struggle to find financial support for course and living costs.

I have to opt for part-time jobs to make ends meet and this means I do not have enough time or energy to make the best of what St Anne's and Oxford has to offer.

The creation of a Graduate Support Fund will hopefully make things easier for students like me".

Joe

Aim for Oxford summer 2020 participant - and now studying Law at the University of Oxford

"I just wanted to say an immense thank you for all of the opportunities you have offered me and to say I really enjoyed this week. It was academically stimulating, as well as continuing to increase my confidence in my ability to apply to Oxford. Before this, I never even considered applying but you have all helped me believe in myself and dispel any misconceptions I had about the university. Thank you very much!"

GDSs have been essential to the College over this period, helping the undergraduate students, who have been most affected by the pandemic, bridge the gap in their learning with subject specific sessions and skills workshops. At the same time GDSs gain valuable experience in teaching, in the administrative work around an academic/teaching department, and they receive some financial support. As such GDSs are highly contested.

The Graduate Support Fund will also be used towards postgraduate hardship, travel and research grants (for instance to cover fees for attending conferences), the St Anne's Academic Review (STAAR) as well as any other needs related to our MCR and postgraduate students.

St Anne's Community Week and Giving Day

We held our first Community Week and Giving Day in 2019. Since then, we have gone to strength to strength, and in 2021 we raised over £189,000. The fourth Community Week begins on March 7th with our fourth Giving Day taking place on March 9th/10th 2022.

During the Week we hope to celebrate and bring together the many people that make the College what it is today, while raising much needed funds to support our current and future students. We hope you can help us achieve this by sharing our social media posts on the Giving Day; joining us for one or more of the online events and/or donating to the campaigns.

One of the key reasons for the success of the Giving Days has been 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.

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 – a donation of any size helps. 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.

Funds raised this year will go again go towards Student Support (undergraduate and graduate), as well as Outreach and Access. You will be able to find out more about these different areas on the Giving page here:

<https://st-annesgivingday.hubbub.net/>

Careers

Our wonderful community of alumnae and friends don't simply support us financially – they also help our students by providing internships, inspiring them with talks on careers they may not have considered and running CV clinics. 54 of our students were able to take part in internships in 2020/21 and 71 took part in CV clinics. You can read more about some of the opportunities that our students have been able to take up on p14. Thank you to everyone who has helped us in the last year. We are always looking for more alumnae to get involved with our careers programme, and so if you think you can help, do get in touch.

Events

We were delighted to welcome alumnae, families and friends to a small number of in-person events last summer and during Michaelmas 2021, as well as continuing with our popular St Anne's Online programme. We are keen to start seeing alumnae on a regular basis again so, as well as continuing a programme of online events, we hope to be holding more in-person events in 2022. Do keep your eyes open for details of all that we have coming up.

Recognising your donation in The Ship

Thank you again for supporting St Anne's. We're very grateful to all of our alumnae and donors, and would like to include you in our published donor list in 2021/22. 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

Thank you again.

St Anne's Society

The St Anne's Society (formerly known as the Association of Senior Members, or ASM) is an inclusive organisation, of which all students and alumnae of the College become life members automatically free of charge. The Society's purpose is to engage St Anne's alumnae all over the world with the College in its aspiration to understand the world and change it for the better. In particular, the Committee is keen to support the College's access and outreach activities aimed at promoting diversity and educational opportunity for all potential students, regardless of background. The current president of the SAS is Stella Charman.

Volunteering

People give back to St Anne's in 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 are invited to regular Plumer Society events to allow 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 Felice Nassar at felice.nassar@st-annes.ox.ac.uk.

Thank you again for your support.

Michele Gawthorpe

Modern Languages, 1990

discusses her involvement with the Society.

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

I read Spanish & French at St Anne's from 1990-1994. I loved St Anne's from the moment I began my course - it was particularly the unstuffy and all - welcoming environment that captivated me the most. This impression was reinforced for me thirty years later, when I took my eldest son, George, to an event at College. We participated in a Community Giving Week 'College Dash' that took in all the Oxford Colleges, which we both enjoyed immensely. George was particularly impressed at how other participants in this relaxed College event included current and former students, alongside the Estates Manager and the Principal – everyone was included and welcomed. A far cry from the stereotypical Oxford College atmosphere he had expected!

What advice would you give to current students now?

The current students I have met on several visits to College continue to exude the passion, supportiveness and approachability that I have come to value as a proud St Anne's alumna.

Having been an SAS committee member for a couple of years now, I have hosted annual Freshers' events (both online and in person) and it is a privilege to be able to support new students as they embark upon this journey that will forever be a part of their lives.

As members of the SAS from when they begin at College, current and former St Anne's students always have the SAS family to remind them that they are a part of something special. You only need to look down the impressive list of recent publications by alumnae, fellows and college staff to see what a special place St Anne's is.

What made you want to get involved with the SAS?

Committee meetings for the SAS, as well as the annual Gaudy and AGM, offer me the opportunity to keep in touch with St Anne's and to remind me what a special place it is. In-person visits are a highlight of my year as I love to reconnect with somewhere that always feels like home, however long ago my student days may have been.

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

In the SAS Midlands branch we get together every six months or so for a countryside walk and pub lunch, a trip to an art gallery or other interesting cultural outing. The emphasis continues to be on support and friendship for each other, whatever our age or background. Like other regional SAS groups, we have a presence on Facebook ('St Anne's in the Midlands') and a friendly WhatsApp group. We also have a fledgling book group that gathers virtually to discuss one of many wonderful books linked to St Anne's.

Via voluntary small donations from our Midlands members, we aim to make a contribution annually to College funds which will help further education or development at St Anne's. Anyone is welcome to join our friendly, relaxed group. If you would like to participate in any of our events, or just keep in touch on an ad-hoc basis, please email me at stansmidlands@gmail.com.



ST ANNE'S GIVING DAY

9-10 MARCH 2022

<https://st-annesgivingday.hubbub.net/>

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.

St Anne's College
Woodstock Road
Oxford OX2 6HS

+44 (0)1865 274800
www.st-annes.ox.ac.uk

Registered charity number: 1142660

Connect with us



Registered with
**FUNDRAISING
REGULATOR**