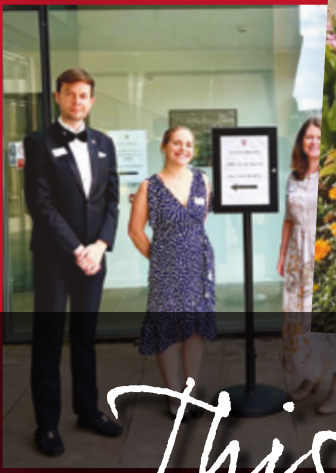
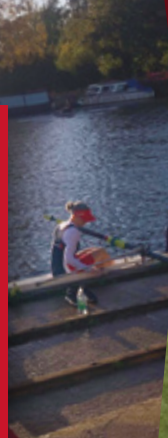




**St Anne's
College**
University of Oxford



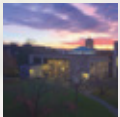
This is
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2022



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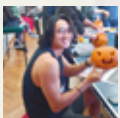
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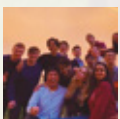
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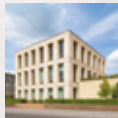
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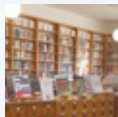
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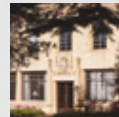
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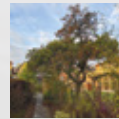
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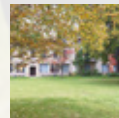
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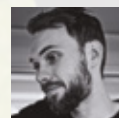
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Welcome

Welcome to St Anne's College's latest Annual Review. We hope that you enjoy its contents, whether you are most interested in the data and financial reports, reading about the many activities, achievements and events of the year, or getting to know some of the individuals who make up the St Anne's community. I hope that as you read this document you get some sense of the dynamic, varied, and ever-evolving nature of the College. Perhaps some of what you read here will remind you of the time you spent in Oxford and the way that it has shaped your life since.

I'm loathe to direct you to any one part of this publication, but as I read the articles I was particularly taken

by Physics tutor, Sneha Malde's account (on page 19), where she captures some of her own experience as a student at St Anne's, the dedication of those choosing an academic career, and the responsibility she now feels to inspire and support the next generation of physicists. I hope that Sneha's account and the other sections of this Review give you confidence that St Anne's continues to protect and honour the very best of our history, while not clinging to the past or being afraid of change that will make the College more fit for the future.

St Anne's will always be about delivering world-class education and research within a community that is rigorous, collaborative, down to earth, and supportive. We can only hope to sustain and build upon what

we do now with the generous and loyal support of our alumnae, donors and friends. Thank you for any part you have played in this and please do consider contacting our Development Team if you feel you would like to play a larger part in the future.

With my very best wishes and thanks on behalf of everyone at St Anne's College,

Helen

**Helen King, QPM
Principal**



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.



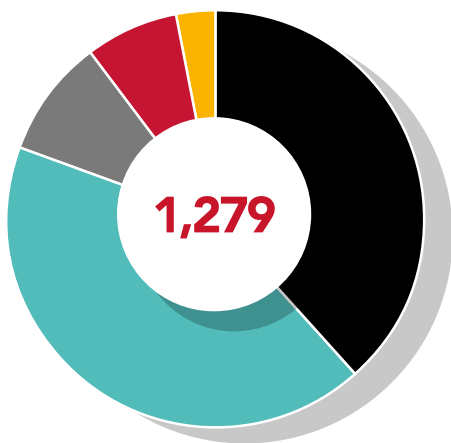
As a community, we

- 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 **489 (38%)**
- Postgraduates **539 (42%)**
- Support staff **120 (9%)**
- Academic staff **94 (7%)**
- Visiting students **37 (3%)**

Undergraduates



Applications December 2021
790



Number of offers January 2022
140



Number of freshers October 2022
130

Student intake by school type in 2021 (UK students)

72.63% state school

27.37% independent

Student Numbers

489



539

undergraduates (and 37 Visiting Students) in the 2021/22 year

postgraduates in the 2021/22 year

Bursaries Awarded



£344,199 (20/21 = £311k)



116 (20/21 = 104)

Gender Balance of Current Students (2021/22 year)

Females

276 + 22
Visiting Students

Undergraduate

261

Graduate



Males

191 + 15
Visiting Students

Undergraduate

278

Graduate

Travel Grants

Undergraduates



33 travel grants



£17,481

Postgraduate



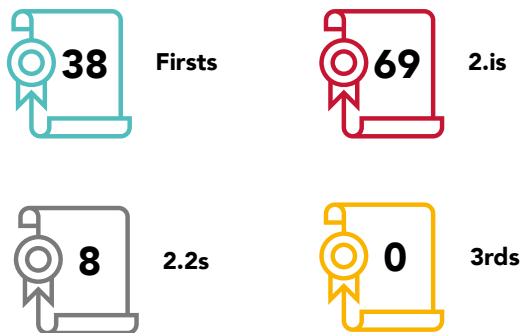
79 travel grants



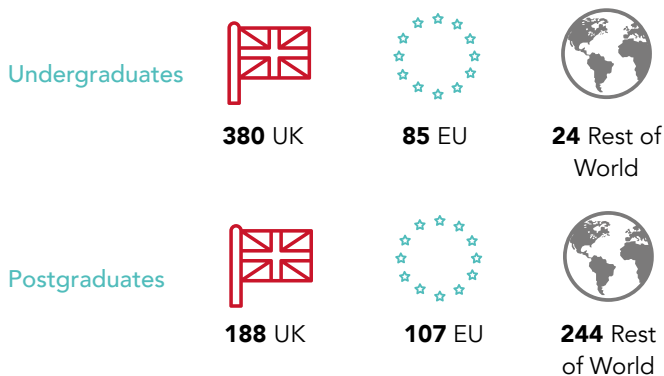
£23,600



Degree Outcomes in 2022



Nationalities of Current Students



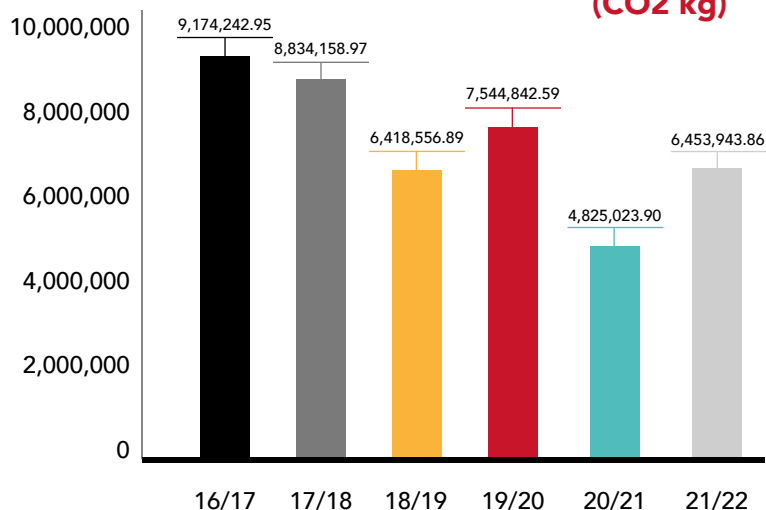
Undergraduate Scholarships and Exhibitions (2021/22 year)



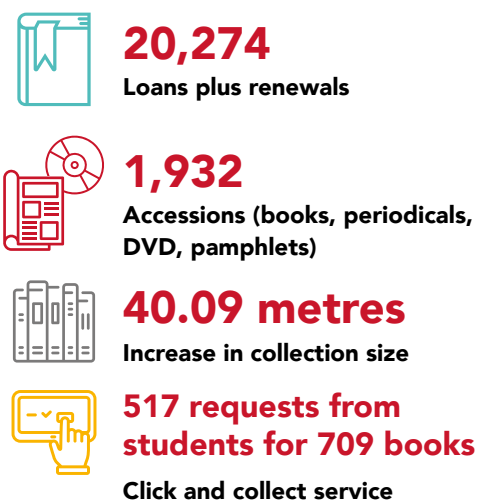
CV Clinics

Hilary 2021	Michaelmas 2021
12 alumnae	10 alumnae
30 students	32 students
Hilary 2022	Michaelmas 2022
13 alumnae	11 alumnae
38 students	34 students

St Anne's Yearly Carbon Emissions (CO2 kg)



Library



Outreach and access

By Hannah Snell,
Senior Outreach Officer

It has been a pleasure to finally return to offering in person outreach sessions in schools and in Oxford in 2021-22. It has made a huge difference to the number of schools who have been able to engage with us, and the audiences we have been able to reach, alongside continuing to offer online activities.

In 2020-21, we organised 123 outreach events, reaching an estimated 3,400 young people, teachers and parents. In 2021-22, we saw this increase to larger numbers than ever before, participating in **210 outreach activities, and reaching over 9,200 students, teachers and parents** from across our link regions and beyond.

Through working with our North East consortium partners, or own link regions and with third party organisations, we have also worked with **239 different schools in 2021-22**, nearly double those reached in 2020-21 (131).

Of course, pure numbers are not the only means of tracking our activities, but we are delighted to see that the combination of in-person and online activities has increased the scope of the work that we are able to carry out, as well as our reach across our link regions.



Aim for Oxford

Time seems to have passed very quickly for our first two cohorts of North East students on the Aim for Oxford programme, with recruitment for Cohort 3 taking place in 2021-22. We received over 200 applications from across the region for an increased 60 spaces on the programme.

Aim for Oxford has now been adopted as an Oxford for North East Consortium activity, with St Anne's working in close partnership with our colleagues at Christ Church and Trinity Colleges to deliver



the programme. This also adds some additional flexibility and resources in delivering the programme.

The first two sessions for Cohort 3 were delivered online, with a return to in-person sessions in March and April, with one session delivered in Newcastle and the other in Durham. As before, students were offered a choice of different arts/humanities and sciences taster sessions each month, as well as skills workshops for the application process.

For the first time since the programme began, we were finally able to offer an in-person residential to the group, which took place in August. 44 students attended the event, with the sciences students hosted at St Anne's and the arts and humanities students at Christ Church, in order to help organise the tutorial and study sessions. However the two groups frequently came together for dinners, joint workshops and social activities.

93% of students on the Aim for Oxford residential agreed or strongly agreed that they enjoyed working on an

academic project during their week, 87% agreed or strongly agreed that they enjoyed the tutorials, and 94% agreed or strongly agreed that their project would be useful for a university application.

We surveyed the cohort before the start of the programme and at the end of the residential on a range of topics, including readiness for university, knowledge of Oxford and wider academic skills valued by selective universities. Students showed a strong increase in agreement across all categories. Some attitude changes of note include (regarding the University of Oxford) "it is for people like me" – change from 57% agree to 75% agree, "I understand what the tutors at the University of Oxford are looking for in an applicant" – change from 42.31% agree to 91.67% agree, and "I feel able to share my ideas with others" – 76% agree to 94% agree.

We are eagerly waiting to see how many from this cohort go on to make successful applications to Oxford, after 3 students from Cohort 2 were made an offer to study at Oxford last year.



Outreach in the North East

Returning to in-person activities meant a return to regular week-long visits to the North East again. It was wonderful to be back on the road, and to be able to engage with students face-to-face, rather than from behind a computer screen.

With our North East Consortium partners, we continued to offer online workshops around Admissions Tests (to enable students from any school or location in the region to join), as well as a set of Ambassador-led online Interview Skills Workshops, delivered jointly with our Cambridge counterparts. We also ran an in-person North East Offer Holder event in Newcastle in March. This was a great opportunity to meet current Oxford students from the region, as well as form early bonds with other Offer Holders. It was attended by over 60 students and their parents and carers.

We also worked with Christ Church, Trinity and Lincoln Colleges to deliver an in-person North East Residential in Oxford, to tie-in with the June Open Days. This had been offered online for the past two years, with limited take-up, so we were delighted to host over 100 students from across the North East in Oxford.

Students spent 2 nights in Oxford prior to the Open Days and had a little more time to explore the University, to take part in workshops and to meet other young people from the region.

Open Days and Interviews

Although the September 2021 Open Day took place virtually, June 2022 saw a return to a two-day in-person Open Day. We were ably assisted by a team of Student Ambassadors from a range of different backgrounds and disciplines and were so pleased to see Oxford being visited by so many prospective applicants.

Interviews remained online in 2021, however, for many of our applicants, this meant that they had never had the opportunity to visit Oxford or St Anne's. In April 2022, we ran our first Offer Holder Day, with over 100 offer holders, joined by a parent or carer, visiting the college in person. Student Ambassadors gave tours of the college and joined in a Q&A session, and there was plenty of opportunity for our offer holders to get to know more about the college and each other, with many leaving parents behind and heading off round Oxford together afterwards. We also ran an online offer holder event for anyone unable to attend in person.

Third Party Collaboration

In 2021-22 we piloted a new collaboration with The Brilliant Club to offer their Scholars Programme to some targeted schools in the North East of England. We have been working with The Brilliant Club for a number of years as a university host for their launch and graduation events, and supporter of their Scholars Programme, but wanted to offer something a little more bespoke for our North East schools.

Between St Anne's, Christ Church and Trinity Colleges, we part-sponsored 108 Year 9 placements from 10 different schools in the North East, and offered a 2 night residential trip to Oxford as part of the university launch of the programme. 48% of participants were Pupil Premium students, 30% had no parental history of higher education and 76% came from some of the most deprived neighbourhoods in the UK.

Participants showed real engagement with the academic aspects of the Scholars Programme (including attending tutorial-style sessions with a PhD tutor and completing an extended essay on their topic), as well a huge increase in their knowledge of university and sense of self-belonging (a change of up to 15% higher than the average participant who did not attend a residential launch trip at a university).

We are delighted with the progress these young people made on the programme and hope that we will see more of them on our own activities, such as Aim for Oxford, in the coming years.

Just when we were getting used to online activities, it feels as though the shift back to in-person outreach events has forced us to relearn everything again. But it has been such a boost to see such an increase in engagement in our programmes and activities from across our link regions and to know that we are able to reach more young people, teachers and families than ever before.

SPOTLIGHT ON

The JCR President

Simon Absehera-Cohen

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

I'm a second-year Chemistry 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 NW London, but my family is of Moroccan and Eastern European origin. Oxford had been my dream university since my GCSEs, although I initially wanted to study Chemical Engineering. After finding out that it wasn't offered as a degree here, and that Maths A-Level wasn't my favourite, Chemistry was the obvious choice.

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

The JCR was something I was interested in getting involved in since receiving my offer, as I had been involved in several committees and leadership teams in school. Before arriving in Michaelmas I didn't know what position I wanted to run for but my college mother Viv, the previous JCR President, told me all about the roles of the job during our family dinner in Fresher's week - I was hooked!

I went on to become Fresher's rep and ended up running uncontested in the President race. As I was uncontested, I wanted to make sure that my pledges were based around amplifying the voices of others in the JCR community.

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

Every rep role in my committee has worked incredibly hard this term, and they each deserve their own mention for their achievements - unfortunately, that list would be way over my word count.

I would say the highlights of this term were the college's first LGBTQ+ formal, the actioning of a very ambitious college environmental plan, the creation of two new constitutional JCR positions (Class and Gender) and a sell-out 500-person bop!

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

I would say to definitely give it a go, and if you don't like it there are always options! As a student with a lot of contact hours, I was quite worried about whether the role would interfere with my course. After speaking to the senior leadership of the college and my tutors, the general feedback was to give it a go and if it doesn't fit we could figure it out. You lose nothing by giving it a shot!

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

I would say that there is a place for everyone here. No matter your interests, personality and hobbies, there will always be like-minded people to connect with. I remember during the application process at my school there was a sentiment of each college has a fixed typeset, whereas I've found that no matter where you end up you will always end up surrounded by friends.



Describe St Anne's in one word:

Homely

From the 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 Simon Abehsera-Cohen (Chemistry, 2021) works with the committee and with College to improve and support the student experience.



St Anne's JCR also ran a very successful Freshers' week in 2022, welcoming all new students with both events in college and around town such as Mario Kart tournament and game nights, and various club nights as well. The Entz team rounded off the week with a Freshers' Bop, and continued to organise the much loved bops throughout Michaelmas, culminating in the terms biggest event - the Christmas Megabop held in the Dining Hall.

Once again, the St Anne's musicians returned to performance, with a spectacular Christmas concert being held at the end of Michaelmas Term featuring many of our very own performers. STACapella and BoomSoc are also back in business and seeing good turnouts. In terms of sport, at the end of Trinity 2022, the St Anne's rounders team was successful in becoming the champions of Cuppers!



the Cuppers semifinals, while the hockey team has just been promoted to Division 1 for Hilary 2023.

The JCR have been working closely with the MCR, liaising for Disabilities and Ethnic Minority events. Karaoke and Open Mic nights open to all members of the College were held in the bar, and the esteemed alpacas made a return to the Quad, where students were able to walk them around as part of a welfare event organised during exam season.

Demand for Welfare provision has been especially high over recent terms, so Welfare has remained a key focus for the JCR in Michaelmas 2022. The continuation of the Sexual Health Scheme and the provision of sanitary products has been met with lots of support from students, and Movember events such as sponsored runs, biscuit decorating, and a Movember themed event at the St Anne's Boat Club were all huge successes.

The Mint Green Army (St Anne's football team) 2s have had a strong start to the season and are currently through to



From the MCR

Restitching the Social Fabric After the Pandemic



Group picture during a wine and cheese event, at the terrace of the St Anne's Library

In general, the MCR committee aims to support the St Anne's postgraduate community regarding their social and academic lives, as well as their well-being. Stemming from last year's focus on restarting the engine as government regulations regarding the pandemic eased, this year, the MCR committee's aim was to strengthen the community by setting new trends, while bringing back some pre-Covid traditions.

Famed across Oxford for our vibrant parties, we continued hosting bops with themes ranging from Gatsby to the Noughties. To balance out the spirited parties, we hosted movie nights, board games nights, and pottery painting sessions. We also created some new traditions: collectively decorating the Christmas tree in the MCR with hot chocolate and treats, hosting a bonfire night, and astronomy documentary nights hosted by our in-house astrophysicist. To encourage intercollegiate socialising, we organised formal hall dinner exchanges with other colleges, and we brought back a pre-Covid tradition of hosting a formal exchange with our sister college at Cambridge – Murray Edwards College!



Halloween pottery painting event 2022

To support our academic ventures, we continued a pre-Covid tradition of



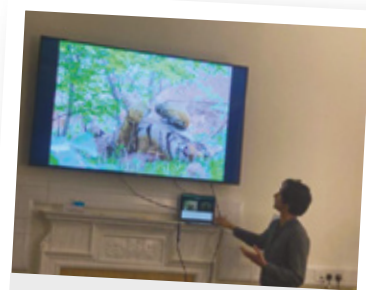
Group picture of the MCR Garden Party 2022

organising in-person co-working sessions with snacks and tea two days a week in our MCR study room. A very popular event we hosted each term was an academic show & tell event, where a few MCR members created short presentations to explain their academic projects or a topic of interest to the laypeople of the MCR, allowing us to get to know each other better.

We further supported their well-being by requesting college to extend access to the gym to the holidays, hosting welfare teas, group yoga sessions with a licensed yoga instructor, and sessions to listen to music collectively. We also maintained high levels of engagement with environmentally friendly behaviours by working with college to make changes around site and college accommodation to step towards our goal of becoming carbon neutral. Other environmentally friendly actions included encouraging use of food waste caddies, adding shelters around college for wildlife, creating

space for wildflowers, and making a plan for a herb garden. Furthermore, we promoted participation in Dryathlon, wherein participants were sponsored to quit drinking alcohol for a month and the proceeds were donated to Cancer Research UK. We also donated our charities levies to help refugees fleeing conflicts in Myanmar, Afghanistan, and Ukraine.

Additionally, we introduced some changes to the structure of the MCR. We amended the Constitution to improve accountability, recruited student representatives for college accommodation (EPH and RSH), added a student representative for people with physical and mental disabilities, and acquired new facilities for the MCR common room: a foosball table, Nespresso machine, and artwork.



Academic Show & Tell event

We look forward to maintaining our tight-knit community in the following years!

Riddhi Jain

(DPhil in Experimental Psychology, 2020, Computational Psychopathology Lab),
MCR President 2022

Admissions

In 2022, we once again welcomed a larger-than-usual cohort of 129 high-achieving students who come from a diverse range of social, cultural and economic backgrounds, including pupils who are care experienced, disabled, neurodiverse, from many different regions of the UK and at least 17 nationalities. An increasing number are from the least advantaged backgrounds, demonstrating the College's and University's ongoing commitment to ensure that the most academically able pupils who aspire to study at the University of Oxford all have a fair chance of admission. The diversity of this year's intake honours the principles

on which St Anne's was founded: of widening access to education and aiming to be the home of choice for the brightest and most ambitious students from all backgrounds.

Of St Anne's 2022 UK Freshers, about 23% attended independent schools and 77% are state-educated. We are pleased that 11 of these students joined the bridging programme, *Opportunity Oxford*, now in its third year, which provides additional academic support to help some less advantaged students transition successfully from school to the University. St Anne's has championed *Opportunity Oxford* from its beginnings,

and, as we announced in May, our tutors will be selecting the first students to take part in the *Astrophoria Foundation Year* early next year. We are proud to participate in these University initiatives.

In 2022, for the third time, all admissions interviews took place online, with many of the Student Ambassadors who helped out – like Angela Chen – having experienced online interviews themselves the previous year.



Angela Chen

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

I'm studying Biochemistry!

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

I'm a first-generation state-schooled student from Newcastle. The thought of applying to Oxford didn't really cross my mind until my teacher suggested it. Before submitting my application, I believed it would be difficult for a student like me to get into Oxford. However, after I took part in Aim for Oxford, this myth was debunked. Aim for Oxford and UNIQ made me aware of how diverse and welcoming Oxford can be for students like me.

One of the most important things for me was to be in a community with like-minded people who came from similar backgrounds to me. Having a 24-hour library was another thing I considered as I work well in those environments – even if it is very late at night or early in the morning.

Several years of your schooling were significantly affected by the coronavirus pandemic – can you tell us a little bit more about this?

Our cohort was affected by the pandemic during our GCSEs and A levels. Our GCSE grades were teacher-assessed and we didn't experience sitting a "real" exam. Going into the A

level exams, I felt slightly unprepared because of this. Year 12 was primarily taught online, which made it challenging to comprehend the course's difficult concepts. The way we prepared for university was also different because we could not attend in-person events or internships; instead, everything was done digitally. To learn more about my subject, I took online courses related to biochemistry and participated in webinars. University open days were all online so we are unable to visit these cities. However, the online open days were just as informative and useful!

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

Our interviews were online and could be completed at school or at home. Despite not being able to experience what it would be like to be a student in Oxford during this time, the socials allowed me to get a glimpse of what Oxford would be like. It demonstrated that Oxford was not all work and that it was possible to unwind and socialise. Since I could complete the interviews while still in school, conducting them online also relieved the burden of taking the train to Oxford and back for the interviews.

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

I wanted to let others who were in my position know that Oxford is not what

you think it is. I also wanted to in some way repay the student ambassadors who had reassured me about Oxford life and helped me with my application. As a student ambassador, I wish to dispel any misconceptions about Oxford and encourage more first-generation state school students to apply.

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

I've volunteered to help in an online workshop for Oxbridge applicants on interviews. I'd like to think that I could help them feel more at ease and prepared for the interview process. As applicants this year have also experienced online school, hopefully they would feel less nervous about having interviews online.

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

If you meet the entry requirements and you love your subject, go and give it a shot! Who knows, you might surprise yourself! The worst that can happen is that you don't get in.

Describe St Anne's in one word:

Welcoming

From the SCR

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

The American Society of Human Genetics (ASHG) has named **Professor Sir Peter Donnelly**, FRS, FMedSci, CEO of Genomics plc and Emeritus Professor of Statistical Science at the University of Oxford as the 2022 recipient of the annual William Allan Award. Professor Sir Peter is an **Honorary Fellow of St Anne's College** since retiring from his teaching role.

The William Allan Award, which carries a \$25,000 prize, recognizes substantial and far-reaching scientific contributions to human genetics, and was established in 1961 in memory of William Allan, MD (1881-1943), one of the first American physicians to conduct extensive research on human genetics and hereditary diseases.

"Professor Donnelly has made extraordinary contributions in our field to improve health and healthcare," said Charles Rotimi, PhD, President of ASHG. "He has pioneered work in human disease research, transformed the understanding of meiotic recombination, and developed new statistical methods to the benefit of healthcare systems and their patients. In addition, he has been centrally involved in major advances in human genetics over the last 20 years, and in leadership of key projects."

Professor **Freya Johnston, Hazel Eardley Wilmot Tutorial Fellow in English Language and Literature**, was recognised with the title of full Professor in the University's Recognition of Distinction Exercise in August 2022. **Professor Robert Chard, Tutorial Fellow in Chinese**, was recognised with the title of full Professor in the University's Recognition of Distinction Exercise in August 2022. **Professor Sally Collins, Lecturer in Obstetrics**, was recognised with the title of full

Professor in the University's Recognition of Distinction Exercise in August 2022.

Professor Saiful Islam, Professorial Fellow in Materials Science, has been awarded the **2022 Hughes Medal by The Royal Society** for *'outstanding contributions to the deeper understanding of atomistic processes in new materials for use in energy applications, especially those related to lithium batteries and perovskite solar cells'*. Professor Islam is *"delighted and honoured to be awarded this prize...I'm grateful to my fantastic group members and collaborators (past and present) for creating such an enjoyable and stimulating research environment, reminding me how much we rely on others to reach the stars."*

Professor Islam and his research group's research used power of atomistic processes in energy-related materials. Their research uses powerful computer modelling techniques to help develop new lithium battery materials for electric vehicles, and a new type of solar cell compound (perovskite). Their predictive modelling approach has solved ion conduction pathways in lithium battery electrodes and discovered ion migration in the novel perovskite solar cell material, which has enabled new application routes to enhanced performance.

Senior Research Fellow Professor Bent Flyvbjerg's research into megaprojects has attracted global interest, and his book, *How Big Things Get Done*, co-authored with Dan Gardner, will be available in February 2023 from Penguin Random House. The book offers advice for anyone looking for practical advice on tackling a big, daunting project, from planning an event to launching a startup to publishing a book. It will be of interest

to policymakers, real estate developers, architects, product designers, freelancers: anyone whose livelihood depends on delivering projects on time and on budget.

A paper by **Professor Budimir Rosic, Tutorial Fellow in Engineering**, and St Anne's graduate student **Oguzhan Marat** won the Best Paper Award at this year's ASME Turbo Expo Technical Conference.

The American Society of Mechanical Engineers (ASME) Turbo Expo Technical Conference is recognised as the world's leading conference on all aspects of gas turbine technologies. Each year the Committees have an opportunity to select a paper(s) published at ASME TURBO EXPO to receive their Committee's Best Paper Award. This is an opportunity to recognize outstanding technical papers, to acknowledge the author's contributions to the gas turbine industry, and to support and maintain the high quality of papers presented by each Committee.

The technical paper is entitled "Experimental and Numerical Study for Improved Understanding of Mixed-Convection Type of Flows in Turbine Casing Cavities During Shut-Down Regimes".

A ground-breaking court judgement in South Africa which could pave the way for reform of property rights dating from the apartheid era draws on research by **Supernumerary Governing Body Fellow, Professor Maxim Bolt**, citing two of his articles.

The case, heard in the Gauteng High Court in May 2022, concerned a dispute over the rights to ownership of a "family house". Dr Bolt has been researching



such disputes surrounding family houses and urban inheritance in South Africa since 2016, drawing on extensive ethnographic fieldwork.

The Penguin Book of French Short Stories, in two volumes, was published on 27th October 2022, edited and with an introduction by **St Anne's Sir Win and Lady Bischoff Fellow in French, Professor Patrick McGuinness**.

Professor Terry Lyons, St Anne's Supernumerary Fellow and Wallis Professor of Mathematics at the University of Oxford, delivered the 2022 Oxford Mathematics Public Lecture entitled "Signatures of Streams".

The abstract of the lecture is as follows: "A calculator processes numbers without caring that these numbers refer to items in our shopping, or the calculations involved in designing an airplane. Number without context is a remarkable abstraction that we learn as infants and which has profoundly affected our world. Our lives start, progress in complex ways, and are finally complete. So do tasks executed on a computer. Multimodal streams are a pervasive "type", and even without fixing the context, have a rich structure. Developing this structure leads to wide-ranging tools that have had award-winning impact on methodology in health care, finance, and computer technology."

Internships

Adam Collins

Mitsubishi Research Institute Internship Report 2022

My first impression of Mitsubishi Research Institute, and Tokyo more generally, was a sense of awe at its size and scale. On my first day in the office, I packed myself into the Tokyo metro, heaving with people, and whizzed across the city in surprisingly little time. The office itself is situated within a larger building, the Tokyu Capital Hotel, and the staff at the office took great delight on our first day pointing out that the Prime Minister's Office and the National Diet Building (essentially the Japanese parliament) could be seen from the very room where we had our introductory talk. So, throughout the internship I found myself working in the very heart of Tokyo's political and economic life. Every lunchtime I went out for a meal with members of the department I was assigned to – the Future Co-Creation Unit – to a variety of restaurants in the local area, all delicious and reasonably priced. My colleagues were all incredibly accommodating and seemed genuinely interested in hearing my input.

As for the work itself, I was provided with a document the Future Co-Creation Unit produces every year, namely an index of societal issues facing Japan and the global community. The Future Co-Creation Unit identifies issues, then goes on to research how different organisations and governments around the world are tackling these issues. They collate their findings and then give policy suggestions that are sometimes taken up by private enterprises or the Japanese government itself. I was instructed to read this document and either choose an issue within to study in greater depth or use the existing issues as a springboard to start researching an issue I had identified on my own. After a discussion with the members of the team I identified education and climate change as two areas I would like to focus on. Accordingly, I decided to do a research project on climate change education, how organisations and governments around the world were keeping populations informed about climate change and environmental issues, fighting misinformation, and where there was room for improvement and opportunities to do better.

I was at the office for two weeks, and I



gave a presentation halfway through my time there and received feedback from this. I then had a final presentation and Q&A session where I talked through my findings and final thoughts; all of these were collated in a written report that I submitted right at the end of my time with Mitsubishi. There were also daily meetings with my supervisors who gave me constant and incredibly useful feedback to guide my research and help me structure my report effectively. On the Tuesday of my second week with Mitsubishi, my supervisor organised a meeting for me with a member of the Japanese Ministry of Education, which served to give me extra information, but was also a rare opportunity to see into the inner workings of the Japanese government.

In my spare time, I would either relax at the apartment provided for me in Tokyo's Minato Ward, an affluent area of Tokyo well-connected to the centre of the city,

and only a few stops away from Tokyo's Odaiba, man-made islands situated just off Tokyo Bay, full of incredible restaurants and offering some of the best night views in the city. I spent time relaxing with the other interns, exploring the city, going to Tokyo Disneyland, and after my internship finished my visa was still valid for some time so I went down to Okinawa, an archipelago at Japan's southern tip, and spent four days beach hopping and enjoying the weather before I had to return to the UK. I found the internship stimulating, I was never bored, I felt like my voice was listened to throughout and the experience was cultivated to meet my needs – overall, great fun and a great opportunity to develop some professional skills that will doubtless prove useful long after I have graduated from Oxford.

Global Data Internships

“

My time with the progressive content group was nothing short of amazing. As an intern I was given the opportunity to participate and make valuable contributions, I got the opportunity to write industrial articles for firms like FCSI and Sofidel, I attended important client meetings and gained a better understanding of the importance of global themes and how they contribute to changes in the commercial sector. This experience helped me build professional and personal skills which have been extremely valuable to my academic and professional career. Working with amazing mentors meant that I was comfortable and confident from the start of the internship and the daily check ins with my mentors meant that I never felt overwhelmed or lost. I started the internship not knowing much about marketing solutions but by the end of the month, I became extremely passionate about a subject I had never really considered before. I'd strongly recommend applying for the internship to anyone as there is no better opportunity to build up your professional skills and learn from amazing people.”

- Vivian Abrokwah – GlobalData, Marketing Solutions Agency



“

Having participated in the Danson Internship last year as a Pharma Analyst, I knew my four weeks at GlobalData would be exciting and enriching. I had the opportunity to rotate between different verticals within the Consulting division which gave me a good understanding of the vast scope of boutique consultancy projects GlobalData takes on. I joined daily team meetings and client calls and produced several pieces of high-quality analysis, giving me hands on experience and a unique insight into the industry. Throughout the internship I was supervised by a range of engaging mentors at different stages in their consulting careers who supported me with daily tasks but also encouraged me to further explore my own career aspirations. I thoroughly recommend applying to the Danson Internship programme to explore the world of work post-university in a stimulating collaborative environment.”

- Ollie Whittingham – GlobalData, Consulting



Meet our Fellows

Dr Ming Tak Ted Hui

Asian and Middle Eastern Studies



You came to St Anne's this year as a Tutorial Fellow in Chinese – could you tell us a bit about your background? What made you want to come to St Anne's?

I was born and raised in Hong Kong and obtained Bachelor's and Master's degrees from the Chinese University of Hong Kong. I found myself drawn to the study of the Chinese language and wrote an MPhil dissertation on the development of Chinese phonology. I then completed an MA and PhD at Harvard focusing on premodern Chinese literature. I became particularly interested in the language and literature of thirteenth-century China, when it was under the Mongol rule. My doctoral dissertation investigates how language policies and literary culture shaped Chinese ethnic identity. I joined the University of Oxford in 2020 as a post-doctoral fellow working with the TEXTCOURT project, bringing digital methods to the study of Chinese drama.

During my post-doctoral fellowship, I found myself immersed in the intellectual life of Oxford and I was thrilled to be given the opportunity to join St Anne's in 2022. St Anne's has a vibrant and diverse intellectual community and I love participating in the research events and talks it hosts and more generally in the life of the college. St Anne's is also the home to the Research Centre for East Asian Cultures and the Oxford Comparative Criticism and Translation (OCCT), which provides opportunities to discuss topics that are important to me with colleagues, students, and visiting scholars.

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

My first impression of St Anne's is of how friendly everyone has been. When I began here, I was unfamiliar with the education system at Oxford, but everyone in the college has shared advice with me and made me feel at ease. St Anne's has also hosted a range of social and intellectual activities, like guest nights in the dining hall, which have made me feel attached to the college very quickly.

One thing that is notable about my experience at St Anne's is the degree of

interaction between tutors and the student community. Compared to the institutions where I have previously taught and studied, I have much more frequent and meaningful interactions with my students. The tutorial system here means that I have regular contact with each and every student, and I can monitor their progress and explore new ideas with them.

The curriculum here at Oxford is also quite different from other institutions. The intensity of the programme means that students need to be very motivated and disciplined, but Oxford provides students with a stronger foundation in the subject that they chose.

You teach our undergraduates in Asian and Middle Eastern Studies (the new name for what was previously called 'Oriental Studies'). Could you tell us a little about your major teaching areas and what the undergraduates are learning about?

One of my main responsibilities at Oxford is teaching Classical Chinese. Classical Chinese was the language of communication across the Chinese Empire and other parts of east Asia from around the fifth century BCE to the early twentieth century, and is often compared to Latin. A vast corpus of important (and mundane) texts were produced in this period, and I hope that I can open up this world to my students.

I also offer tutorials on the history and culture of medieval China. I examine the transformation of Chinese religions, poetry, and political institutions between the third and the seventeenth centuries. One of my goals in these tutorials is to challenge the idea that premodern China was somehow static. Premodern Chinese history and culture were just as dynamic as Europe or the Mediterranean in this time period, and this is something I hope to impress on students in my classes.

Outside of teaching, your research interests include language policies and cultural identity, and premodern Chinese literature. Could you talk about this a little? Why do you think it's so important for work to be conducted in this area?

Language allows people to share

their ideas and exchange information, but language is not just a tool of communication. It can also create a sense of shared identity among groups of people, and be used to exclude people who may not be versed in that language. A common language often serves as the foundation of national identity that includes and excludes certain communities within a polity. In 1269, Kublai Khan, who ruled over China during the Mongol Empire, commissioned a script that could transcribe some of the empire's major languages, including Mongolian, Uyghur, Tibetan and Chinese. Yet my research shows that the promulgation of this 'universal' script did not necessarily result in increased cultural exchange between the empire's different ethnic groups. The Mongols' 'inclusive' language policy actually prompted Han Chinese literati to more strongly assert the superiority of classical Chinese language and culture and their own independent cultural identity.

The Mongol example shows that language policies can sometimes have unintended consequences. Today, governments still deploy language policy to promote a sense of national identity and pride, but these policies can also ignite conflicts between different ethnic groups. In world that is characterised both by increased multilingualism and, seemingly, rising nationalism, I feel like a deeper understanding of the relationship between language and identity is important.

What element of your academic work are you most excited about at the moment?

I have found my first term teaching at Oxford and St Annes immensely stimulating and rewarding. It has been a pleasure discussing my ideas with colleagues and students, and I have particularly enjoyed my interactions with my students in St Anne's classes and tutorials. I have learned a lot from my students, whether about academic subjects or about their experiences in their daily lives. Discussions with colleagues and students are helping me think through my own ideas as I work on my first book on the language policy of the Mongol Empire.

Dr Sneha Malde

Physics

Hi Sneha! You've been at St Anne's for some time in a number of different roles and have recently become our Tutorial Fellow in Physics. Could you talk us through your history with St Anne's?

The first time I saw St Anne's was on an Open Day. It all looked quite modern to me. I liked the fact that the physics department was only 5 minutes away, the grass wasn't out of bounds, and Pat Irwin, the Physics tutorial fellow that I met seemed like a normal person so I decided to apply. At the time it didn't seem like a decision that would have so much influence over how the following 20+ years of my life would pan out. I showed up as an undergraduate in 1999, and spent 4 wonderful years living on site and learning physics. I decided to return in 2004 as a graduate, but spent most of my time living in Chicago and only passed by college occasionally when I was in Oxford.

I started a research job in 2009 and Neville Harnew asked if I would do some teaching for St Anne's which I did until I had my first child and decided to step back from teaching. I helped out in admissions in the intervening years but really missed college and the interaction. During the pandemic a stipendiary lectureship became available – essentially returning to teaching. I'm so glad that I made the decision to apply for that. A lot of what I enjoyed about my job was gone in the pandemic but college tried to maintain some level of normality. I could come to college and teach my undergraduates which made all the difference to me, whereas I couldn't go to the department and meet my post-docs or graduate students.

I'd known for a long time that a permanent post in my area of physics would open in 2021, and was delighted when it became clear that it would be a tutorial fellowship at St Anne's. I was surprised at how emotional I found it to write the section that pertained to the college aspects of the job, and the feeling of relief that I was in fact offered the job. I started officially this September and it has been wonderful all round but also a lot of work!

I've come full circle. I was that typical undergrad who wondered what tutorial fellows did with their "spare" time when they weren't teaching undergraduates, and now I know – in excruciating detail! I hope that I can make time for my students when they need it, just as Pat and Neville always did for me.

What have been the biggest changes in your time here?

When I showed up, my bedroom had an electricity meter that only accepted coins that were long out of circulation, two-pin

sockets, and a single shower between 15. So my initial thought of college as modern felt rather misplaced. Since then many new buildings have come and while we lost the gorgeous Bevington Road gardens the changes have been for the better, and the new facilities for the students are worth it. I'm glad that the east facing windows of the dining room are back in action now that the "temporary" kitchen is finally gone. The food has changed a lot. College vegetarian food in 2000 was like playing roulette, with the odds of a good meal sorely against you, and that in 2022 is a winning bet.

You're a particle physicist – what got you interested in this area in the first place?

I remember my high school teacher telling us about the discovery of the top quark, and being fascinated that there were still new things out there to be discovered. During my final year at St Anne's I took the particle physics option and we were told about the continuing search for the Higgs boson, and it set a thought going in my head – "hmm it could be interesting to be a part of that." I left to start training as an accountant, but the idea that I was just not yet done with physics continued to grow. I appreciate the time out of the field, it gave me the time to think about what I really wanted from graduate study and come back with a lot of drive. Incidentally by that point I'd realised that I didn't want to spend 4 years looking for the Higgs boson in case I didn't find it.

You teach our undergraduates and graduates. Can you tell us a little about what papers you teach and how students react to your particular specialisms?

Physics is a fairly linear subject, in that the complexity builds on the basics. I primarily teach 1st and 2nd year physics and maths. 1st year maths is really about giving the students tools that they will need for the rest of their degree. The challenge for me is to make sure they see it as relevant rather than maths for maths sake. Mostly the students really enjoy the rigorousness of this new way of learning physics where the mathematics is an integral part of what they learn. That's quite different to A-Level.

I've just taught special relativity for the first time. Special relativity is an ever present part of particle physics so it is second nature to me now and I'd forgotten how strange it must seem to be faced with physics that appears to be utterly counter intuitive. My favourite part of the year had to be when a pair of students who were the third tutorial pair had learnt from the first tutorial pair that I had a "secret way" to solve special relativity problems. It's a



really good reminder of how powerful the tutorial system is and how you can change their view of the subject in a way that lectures and reading books sometimes fails to impart.

I'm really looking forward to the day I teach particle physics – but for now am happy to concentrate on subjects I may not get the chance to teach again for a while like atomic physics – a specialised 3rd year course. I hadn't looked at the material in over 20 years but it came back to me very fast and with all the general experience I've built over time I understood it much better than I ever had. It is taught from a very experimental view point which I find refreshing, and the students love solving the problems put to them. It is like being given a bag of jigsaw pieces, and having the satisfaction of seeing the whole picture once you've put them together.

What are you researching at the moment?

I work on two large multinational experiments, each with many hundreds of physicists. Everyone's an expert in their own thing, be that building and operating particle detectors, writing software that lets us collect and package our data, or data analysis and making the final measurements. The final result is cutting edge Physics – it would be impossible to do without all these different people and skill sets coming together. I love this aspect of collaborative work, and it makes life a lot of fun.

One of my experiments is LHCb, based at the large hadron collider in CERN. I'm interested in understanding anti-matter and trying to understand exactly how it is different to matter. My other experiment is called BESIII and it is based in China. My research there is obscure even by particle physicist standards. The experiment has a really unique dataset where the quantum entanglement that is inherent in the data can be harnessed to measure quantities that are too difficult to access by other means. There's only a handful of groups in the world looking at the data in this way so there's a feeling that if I don't do this then maybe no one else will.

Describe St Anne's in one word:

Home

Meet our staff

Elizabeth Dawson *Library Assistant*



Hi Lizzie! You're relatively new to St Anne's. Can you talk us through your background and what brought you here? What drew you to St Anne's?

Before my role at St Anne's, I worked in academic publishing. I enjoyed working with books but wanted a role that had more variety that was not just being in an office all day. Following a role at a college library in Cambridge, I was offered a graduate library traineeship at All Souls College, with weekly training at the Bodleian. The traineeship is designed to develop future library professionals and the Bodleian Trainee Scheme is quite prestigious – I felt lucky to get the role and work in such wonderful libraries. I learnt a lot and, as my contract came to an end, I wanted to continue in a college library in Oxford. St Anne's attracted me because it seemed such as friendly, down-to-earth college – and I wanted to interact with more students. I have felt very welcome here and have been enjoying meeting everyone – the library team are wonderful and I enjoy helping readers.

Could you explain what role you play in the library?

As a Library Assistant, my role can be very varied; I help the librarians manage the day-to-day running of the library. During term-time, I work on the enquiry desk to help readers, check books in or out, shelving, and manage the library social media accounts – as well as working on some projects, such as making exhibitions and writing blog posts about interesting finds in the library collections or the college's history. I curate book displays, such as a book display for Black History Month or UK Disability History, in which I research what we have in the library's collections and may recommend purchases to widen the resources we have available. I have a background with Education Support and experience of supporting people with disabilities, so I have also done a personalised tour of the library for a student with a disability.

What might a typical day look like for you?

A day is rarely typical – which is one of things that attracted me to a college library role! In term-time, I will arrive at 9am and greet the rest of the library team. I will check the inbox and the shared calendar for reader enquiries, book requests, and any visits of external readers. I will then collect any book requests, do some shelving and check the reading rooms; there can be some surprising things left behind – such as the mysterious origami dragons which appeared through the library buildings during Michaelmas term. The dragons appeared on shelves, little nooks, in keyholes, and even on portraits! You can see some of the little dragons we found on the library Instagram or Twitter @StAnnesLibrary.

We take shifts on the enquiry desks from 10am-5pm. During my shift, I will check in books and answer enquiries. I may plan some social media posts, research material for a display or an exhibition, and greet external readers who need to use the library or have an appointment to consult the archives. This term I have also been repurposing some deaccessioned books to make paper sculptures for Christmas decorations. If I am not on the enquiry desk, I work on book repairs, shelving, and helping to process new books, or dispose of old books. If I am doing an exhibition, it may take me into the college archives to research the college history and share the material with a wider audience.

You've recently been working on some interesting projects in the Library surrounding our archive materials. Could you tell us a little about that?

I started my role in September and for Black History Month, I wanted to see what connection St Anne's may have to Black History. I created an exhibition about Merze Tate. She was the first African-American woman to study at Oxford University and the first African

American to earn a B.Litt. in 1935. Her student files shows an academically-gifted woman, determined to break barriers through her education. She went on to be the first African-American woman to earn a doctorate in Government and International Relations from Harvard University's Radcliffe College and became the first Black female professor of history at Howard University. Her student files contains her personal letters and telegrams to her tutors. She suffered many setbacks, including losing access to funding and a dramatic delay to her hand-in due to injury. Her story is inspiring and I am surprised she is not more well-known. I am working to share it on the library blog as well.

The Library regularly has displays that change throughout the year. What is the thinking behind this? What dictates which books get to go in the display?

I keep an eye on what is going on, such as national awareness days and months, or what may be of interest to students and readers. Recently, I have displayed the Booker Prize shortlist, the works of Juan Gabriel Vásquez (this year's Weidenfeld Visiting Professor in Comparative European Literature), and a selection from the library's Welfare Books collection for UK Disability History Month. The theme for UK Disability History Month is Disability, Health and Well Being, I tried to select books that would be informative, useful, and positive – to encourage students to read more widely and make them aware of what other books are available to them from the library, not just the books in their subjects!

Describe St Anne's in one word:

Oh, that is hard! I would say
Welcoming

From the Library

Clare White, College Librarian

After two bumpy pandemic years, 2022 marked a return to “normal life” in the library. The mandate to wear face coverings in libraries across Oxford disappeared at the end of Hilary Term, and we finally abandoned the weekly closure of the reading rooms for disinfecting, and returned to 24/7 opening.

“Normal life” for staff in the library is a careful balance of providing the focussed service our students deserve, and completing the projects which maintain, protect and develop the library and its collections. During term-time the students take priority, during vacations we switch our attention to the projects. One such project has been the creation of a separate section of “St Anne’s Authors” within the old library in Hartland House. These are books written predominantly by St Anne’s alumnae, with added publications by past and present Fellows, Tutors, Lecturers and support staff, as well as Visiting Professors with a strong link to the College. Many of them are donated to the library by the author (and our thanks go to all who have donated books to the library); others are titles requested by students or staff which we have purchased; a few are titles we have come across in book reviews and have recognised the author as having a connection to St Anne’s.

It is only since the new library opened in the Tim Gardam Building in 2017 that we have had the luxury of space to bring the “St Anne’s Authors” together in one location. The collection grew slowly as each round of library stock-taking identified more titles to add, and now, 6 years after starting the project, we have over 1800 books bearing shelf labels beginning with the word “ANNE.” Last summer we moved them to a permanent home, giving them pride of place, in the entrance area of the old library. Our primary aim in creating this collection is to showcase the achievements of our alumnae. We want to inspire our current students – not just with the idea that they, too, could go on to be published authors, but by giving them a glimpse into the rich variety of fields their predecessors have entered and excelled in: academia, business, finance, journalism, law, culture, literature, religion. There are books of all genres, covering an infinite array of topics: biographies, diaries, dystopian fiction, local history, guides to wine, cartoons, books on economics for adults, one on managing your money for children, even a series of crime novels written in the Golden Age of Detective Fiction by an alumna who also set



crossword puzzles. Books on Tibetan Buddhism perch next to books on inflation before moving onto the Queens of Tudor England. Some of the books tell intensely personal stories – devastating family illness, struggles with faith, struggles with identity, the heartbreak of losing a child. Autobiographies give snapshots of Oxford as it used to be, connecting current readers with the lives of the Home-Students and the Stanners of the past. One text has possibly my favourite title of any literary work, *The Beautiful Librarians* – a collection of poems by a former Weidenfeld Visiting Professor. Sadly, it was not named after the St Anne’s Librarians, but we hope that we at least lived up to the title in the author’s estimation when he visited our library.

Since moving the collection to a more prominent location, the number of titles borrowed has increased, and it fills me with joy to see our students make time to explore beyond their studies and to read authors they might otherwise never have discovered.

The “St Anne’s Authors” was not the only collection we relocated during the Long Vacation. As part of a long-term aim to reorganise the old library into shelf-mark order, and to create space in the crowded English and History sections we moved a total of around 560 linear metres of books. Our newest recruit, Lizzie Dawson, joined the library team just in time to help get the last few crates of books back onto the shelves at the end of this summer of “book shifts”, and you can read more about Lizzie and her role in one of the staff profiles in this issue.



Sports at St Anne's

Holly Weale, JCR Sports Rep

Sports is a key part of life for many at St Anne's. The College has a great number of sports teams and students benefit from access to an onsite gym and a nearby sports field with pitches for rugby, hockey, football and cricket and three hard tennis courts (shared with St John's College). Our proximity to the University Parks also means that many students take the opportunity to jog, play Frisbee, or kick a ball about for a few minutes during the day.

An established part of the college sporting scene, the St Anne's College Badminton Club offers the perfect opportunity to pick up something new and keep fit. Our mixed team is currently leading their division 2 Cuppers league but still have a few matches to go! Meanwhile, the Basketball team is completely new this year and plays regularly in an inter-college league. The Mint Green Army, St Anne's Men's football team, has two teams to cater for all levels of ability. With both teams training together, and weekly matches, the MGA create the perfect balance between sport, work and socials. The Men's 2's have had a strong start to the year and are through to the Cuppers semifinals this season!

Cricket at Anne's is very popular and very laid back. We pride ourselves on providing for everyone, those who have played, never played, and even those who have never heard of cricket before. For those not into cricket, Rounders is also played as a relaxed summer sport, with some fun Cuppers matches forthcoming in Trinity term. Our Rounders team won Cuppers last year which was very impressive!

The St Anne's/St John's Rugby Football Club (The Saints) is a pillar of sport at both colleges. Composed of a men's, women's, and mixed touch sides, we are three teams but one club. We take pride in our repeated competitive successes, the quality and consistency of our training, and the plethora of social activities the club and its members organise. Our men's team reached the final of their division 1 Cuppers last year and narrowly lost to New College in a tight match. We also have a Lacrosse team joint with St John's (Saints) who play in cuppers matches every fortnight or so on Sundays.



St Anne's mixed hockey team has recently joined with Brasenose College. The team is well established and has just been promoted to Division 1 ready for Cuppers matches throughout Hilary term.

And as always, of course, rowing remains a pillar of life at St Anne's and Oxford in general. After a successful season last year, SABC has made a promising start this Michaelmas with our new lot of novices joining the squad! We finished the year with both men's and women's crews firmly established; our senior women on the cusp of entering the top division in Summer Eights and our men showing great promise. Since then, we entered a women's 4 into the Isis Winter League, who finished with a competitive time, and currently have a women's pair, women's 4, and male and female 8s training in preparation for Hilary Term. Our men performed fabulously in the Michaelmas Novice Regatta, finishing cleanly ahead of Lincoln, while the women (who entered in a competitive crew) made it through to the second round despite incredibly difficult river conditions. We have had rowers entered into 4s Head on the Thames, and moving into the new year are excited to start training for Torpids, as well as potentially some external regattas. St Anne's Boat Club provides the opportunity to meet people from different years within college and fun stress relief during term time through socials like crewdates and formal dinners as well as just allowing students to keep fit!



Finances

Starting slowly with the return to student residence in MT21, income streams gradually recovered during the year, ending the summer period with a welcome surge in conference activity; June and July revenues together represented 80% of those achieved in same period of the seminal 2018/19 conference year. Costs during the

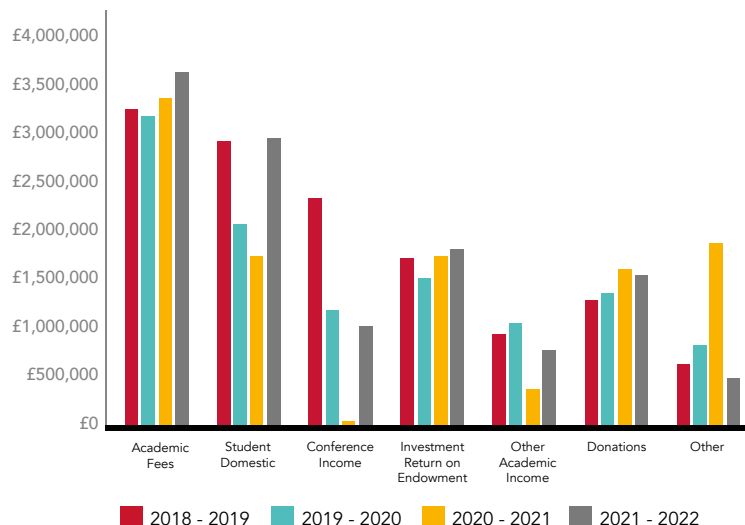
pandemic had been held in check and supported by some one-off grants; with the site back to full use, variable costs inevitably increased, and inflation increases began to be felt. The surplus before depreciation increased by nearly 6% despite these challenges to £1.4m (2021 £1.3m). The College consolidated cash position increased by

£15,724k to £24,251k, benefitting from the second tranche of bond drawdown, £15M, in March 2022. The College will continue to look to rebuild its income streams, in particular increasing the size of its endowment and will continue to exercise strict control on expenditure.

Summarised Income

	2020-21	2021-22
	£000	£000
Academic Fees	3,368	3,637
Student Domestic	1,743	2,955
Conference Income	43	1,019
Investment Return on Endowment	1,745	1,811
Other Academic Income	364	778
Donations - Academic Other	598	552
Donations - Annual Fund	873	782
Donations - Endowment	119	100
Donations - Buildings	12	111
Other Income	1,743	351
Research Income	134	117
Events & Sale of Merchandise	-	18
	10,742	12,231

Covid-19 Impact on Income



Academic fees – 8% up as the student mix saw an increase in international students.

Student domestic – Up £1.2M, 70% increase on the prior year. This was one of the larger income stream recoveries. With students in residence for all 3 terms, accommodation and food services revenue returned to pre Covid-19 levels.

Conference income – One of College's key additional income streams, this was up £976k, largely due to the summer return of conference guests.

Investment income – 4% increase, this continues to be made up of a mixture of income earned from endowment investments, and their capital growth, in accordance with the convention of Total Return accounting. One benefit is that investment income is entirely predictable. This income makes a considerable contribution towards fellowship costs, and student awards and welfare.

Other academic income - includes fees earned from visiting and associated students which make up 75% of this income stream; this is another positive income stream recovery, up £367k on the prior year.

Donations – made up of annual fund, buildings, academic restricted fund items and endowment donations, this fell back slightly by £57k on the bumper Covid -19 year, but remain stronger than prior years. The Bevington Road regeneration project recorded starter donations of £111k with a target of £5M.

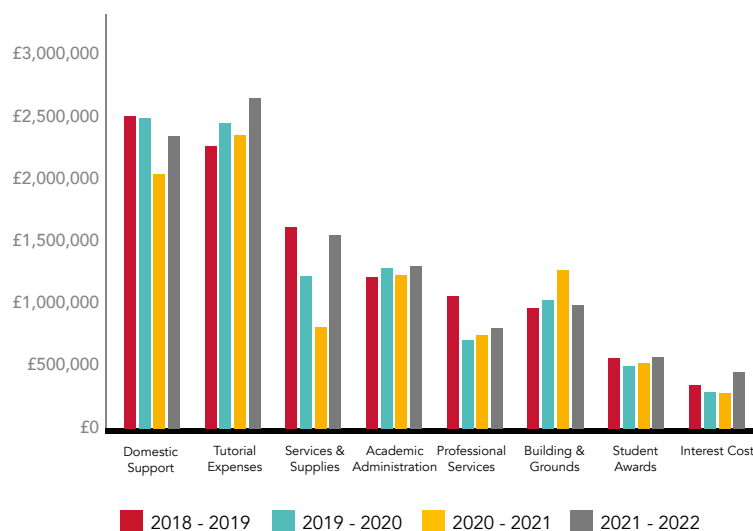
Other income - reduced by 80% to pre pandemic levels, whereas the prior year had benefited from the support of both Government Job Retention Scheme and College Contributions Scheme grants.



Summarised Expenditure

	2020-21	2021-22
	£000	£000
Domestic Support	1,961	2,260
Tutorial Expenses	2,264	2,554
Supplies & Services	780	1,489
Academic Administration	1,185	1,256
Professional Services	722	776
Buildings & Grounds	1,223	949
Student Awards	502	550
Interest	273	432
Library	220	207
Donor Funded Projects	150	196
JCR/MCR	75	88
Other	26	32
	9,381	10,789

Covid -19 Expenditure Recovery



Domestic support - Includes the cost of domestic bursary staff, including the Bursar, catering, scouts, lodge, and conference. Up £299k, 15%, of which 60% was for catering staff, with the return of full term time activities, and in the summer of conference guests. In a tight employment market, this included recruitment to vacant permanent posts.

Tutorial Expenses include teaching salaries and research allowances, admissions costs, student welfare and professional liability insurance. Up £290k, 13%, with recruitment to teaching posts which had fallen vacant before and during the pandemic. This included 5 new Tutorial fellows and 3 new JRFs.

Services & supplies include the operational costs of the domestic bursary - catering, accommodation, utilities, IT infrastructure. Up £220k on gas and electricity, with a further increase of £392k on food and drink cost. As the site was again fully occupied, usage increased, also we saw the start of significant utility and food price inflation.

Academic administration - Full cost of the academic office, treasury, human resources, nursery and IT staff. Up 6% affected by the return to in person events for examinations, open days, and Aim for Oxford.

Professional Services include the cost of development officers. Also public and employer insurances, legal costs, office costs, finance system and copier/printers. 7% increase in year; recruitment costs in particular.

Buildings & grounds include the cost of maintenance staff and estate repairs, renewals and insurance, gardens, rent & rates. After the saving on the additional rental costs for additional rooms taken in the prior year to enable social distancing, this represents a 5% increase for maintaining the fabric of the estate.

Student Awards - Bursaries, scholarships, prizes & grants made from endowed, restricted and unrestricted funds. 10% increase in the year as more vacation residence and travel grants

were awarded as students returned to site and travel became more possible.

Interest - On the 40 year bond, repayable in 2059. Interest is fixed at 2.89%.

Library - Cost of stocking and staffing the College library, £13k saving represents a vacant post. Expenditure on books increased by 2%.

Donor funded projects - Values donated for restricted purposes vary from year to year, as does the matching expenditure. Spend this year was predominantly in the research centres: the Centre for Personalised Medicine and the Oxford Comparative Criticism & Translation - up£76k as in-person dissemination events were again organised.

JCR & MCR - Support for student bodies & sport was up again with the students back in College.

Reconciliation to published accounts (FRS102 Charity SORP*)

*FRS 102 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.

*2022 Statement Of Recommended Practice adjustments made up of: pension deficit increase £1,787k; investment management costs £203k; 296k loss on investments; reduction in holiday pay provision - £50k.

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

	2020-21	2021-22
	£000	£000
Income shown	10,742	12,231
Endowment redeemed capital	(742)	(750)
SORP Income	10,000	11,482
Expenditure shown	9,381	10,789
Add depreciation	1,353	1,247
SORP adjustments*	(7,074)	2,235
SORP expenditure & gains/losses	3,660	14,271
SORP (loss) / surplus	6,340	(2,789)

Development and alumnae relations

It has been a challenging few years for the whole St Anne's community. The cost of living crisis, in addition to the longer-term financial impact of the pandemic, means this is likely to continue and it will be an extremely testing time for the College. Prices for everything are going up – so all our students are feeling the squeeze for things like their food costs, whilst also getting less parental support and many of our postgraduate students have seen their funding cut. At the same time, the intensive Oxford teaching system means that student fees do not cover the real cost of an education here at St Anne's and like the rest of the country, we are seeing dramatic increases in our energy, food, and other costs, fast outpacing what we can charge for accommodation and food.

As such, St Anne's is more dependent than ever upon the financial support generously offered by our friends – including alumnae, former Fellows, and the parents of current and former students.

Your support and that of others in our community, as well as the vision and commitment of the staff and Fellows in College, helps us to ensure that despite all the challenges, every student who earns their place at St Anne's is well supported and can benefit from the education they deserve. We are extremely grateful to everyone whose donations enabled us to navigate through these difficult times.

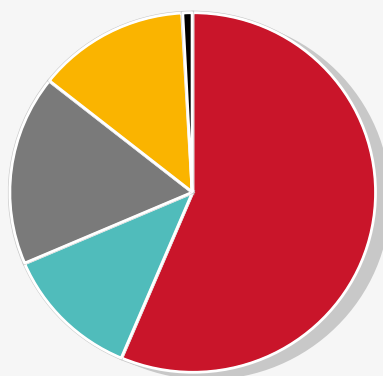
In November 2022 we published a Donor Impact Report giving testimonials

from some of the students that you have been able to make a difference to. If you didn't receive a copy you can see it by scanning the QR code here:



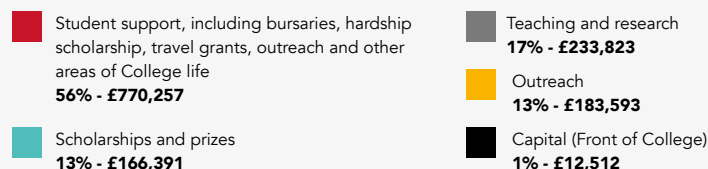
These pages give some further examples of where your generosity has helped make a difference.

Thank you.



Areas your donations supported in 2021/22

In the year 2021/22, over £1.36m was raised from 1,264 donors, with over £606k going to the Annual Fund – our general student support. This means that around 10% of our alumnae gave to the College during this time, showing the huge importance of your collective donations.



Key Projects

Annual Fund

A donation to the Annual Fund 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.

In particular, as mentioned above, many of our students have been suffering from hardship and 26.6% of Home/EU students are in receipt of bursaries this year (up from 22.8% in 2019/20)

We are grateful to the many of you who choose to support this area, which allows us to focus on our greatest need.



Welfare

Welfare is another key area supported by the Annual Fund and seeing increased pressure. 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. Many of our students are still suffering the effects of anxieties exacerbated during the pandemic, and the increased living

costs this year presents further cause for concern.

Our fundraising helps to ensure that we have a team of students and staff available at any time of day or night to talk through any issues. The team is dedicated to empowering and equipping students with the knowledge and skills to develop their emotional resilience against stress and anxiety, as well as referring to medical help where required.



“

There are ever increasing numbers of students needing our help. The College welfare team works hard to ensure it can offer students safe spaces in which to talk, but we need your help to continue to be able to do this.”

- Rachel Busby, Dean of Welfare

Outreach and Aim for Oxford

The St Anne's outreach programme helps to break down barriers, encouraging ambitious students with academic potential to see Oxford and St Anne's as a place for them, regardless of their background.

Our outreach programme is entirely funded by charitable giving and our annual Giving Days have been an essential source of this funding, including the facilitation of our flagship Aim for Oxford programme. Aim for Oxford aims to inspire students from the North East of England to apply to Oxford and includes various workshops, a summer residential and full application support.

You can read more about Aim for Oxford and the work that our Outreach team

does to engage with potential students on page 8.

“

Coming from a state-educated, low-income background, as well as being the first in the family to attend university, I'm naturally passionate about access and outreach. As someone who has taken part in an Oxford access programme, I cannot stress enough how much of a difference these schemes make. The opportunity to connect with the university in person, break down misconceptions, and meet like-minded people, not only boosted my confidence but made me feel welcome at a place I didn't think I could ever call a home.”

- Ellie King; Access Officer on the 22/23 JCR Committee



Graduate Support Fund

St Anne's has a vibrant MCR community of around 340 postgraduate students and in 2022 we launched a fund to support their unique needs. These students have been hit extremely hard in recent years by cuts to scholarships, meaning funding is more difficult than ever to come by, and leaving many with no support towards their fees or living costs. Self-funded students are particularly affected by the cost-of-living crisis, and we have seen a large increase in hardship requests. Understandably, a number of these students have been suffering increased stress and anxiety as a consequence and have needed extra support from the College.

The Graduate Support Fund will 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.

The Fund also supports our Graduate Development Scholars (GDSs) who play several key roles in College life: for example, in teaching; participating in

admissions; or in helping with student study skills. Scholarships come with a small stipend and are hotly contested. They provide an excellent bridge between Fellows and undergraduate students, whilst giving vital teaching and academic administrative experience.

“

As a former visiting student and current Master's student at St. Annes, I am constantly in awe of how welcoming and supportive the Anne's community is, especially the close-knit postgraduate community. Unfortunately, many of our graduate students are self-funded and struggle to make ends meet. Experiencing financial stress often hinders students, including myself, from fully immersing themselves in the Oxford lifestyle and taking advantage of their time at St. Anne's, especially with the current cost-of-living crisis. Funds such as the Graduate Support Fund and the International Hardship Fund are imperative in eliminating financial barriers for graduate students like myself and continuing to demonstrate postgraduate student support.”

- Gabi Czochara, MCR President 2023

International Hardship Fund

In 2022 we launched a new International Hardship Fund to support our international students who, due to circumstances out of their control, may be facing financial hardship. This fund also helps support our commitment to the University's Ukrainian Scholarship Scheme. The scheme is supporting 26 Ukrainian Master's course students paying for all their fees, accommodation, food and other living costs. We were delighted to welcome Margaryta Tyterenko, who is studying for a Master's in Law, to St Anne's as part of the scheme.



I love being at St Anne's as a Turkish student. I am lucky to have secured my tuition fees and I teach as a Graduate Development Scholar. I also receive student loans from Turkey to cover some of my living costs. However, with the collapse of the Turkish Lira, my loan is now only worth a third of what it did originally and I need to make up the difference myself. New funding is almost impossible to come by, and so I am spending a lot of my time filling in funding application forms and have to work a part-time job just to afford my rent. As St Anne's students, we are trying to change the world in a better way, and it would be great if the College was able to support more students like me via its International Hardship Fund."



- Birtan Demirel, DPhil Candidate

St Anne's Community Week and Giving Day

We held our first Community Week and Giving Day in 2019 and raised an impressive £105,000 from over 400 donors. Since then, we have gone from strength to strength, and in 2022 we raised over £220,000. The fifth Community Week begins on March 6th and we plan to include (amongst other things) an academic talk, the ever-popular puppy petting session for students, and we hope that this will be the year that the alumnae can beat the students in our University Challenge style quiz.

Our fifth Giving Day will take place on March 8th/9th 2023 and during the Week and the Day 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.

If you have been thinking about making a donation to St Anne's – the Giving Day is an excellent time to do this, as a few key donors have provided matched funding, which makes every donation – no matter what the size - go further. For instance, alumnae can help us to reach our overall target donor numbers, as well as the key milestones along the way; and there are particular challenges to encourage new regular donors; our younger alumnae and those who have not donated before to get involved. We are very grateful to those kind matched

fundors who have given to us in the past, as well as to those who have agreed to provide similar funding this year. Please help us to unlock all of the funding available by keeping an eye on your emails and our social media accounts over the course of the Week and the Day.

Funds raised this year will go again towards student support including the Graduate Support Fund and International Hardship Funds (detailed above) as well as our outreach work. You will be able to find out more about these different areas on the Giving page here: <https://stannes.givingday.co.uk/>

Careers

Our wonderful community of alumnae and friends don't simply support us financially – they make up a fantastic network of people offering their time and expertise - inspiring our students with talks on careers they may not have considered and running CV clinics, as well as offering invaluable paid internships. 50 of our students were able to take part in internships in 2021/22; 7 students are currently in Japan for the Year in Japan scheme; and 38 students took part in our "Insight into..." sessions and CV clinics. Our SAS branches also host Freshers welcome events each year, to help our incoming students start to feel at home before they make the journey to Oxford. You can read more about some of the opportunities that our students have been able to take up on pages 16 and 17. We are very grateful

to everyone who gives their time and who has helped our students progress their careers in the last year. We are

always looking for more alumnae to get involved, and so if you think you can help, do get in touch.



Events

We have been delighted to make a return to normality by offering events again in person over the last year as well as continuing with our popular St Anne's Online programme to ensure that we can reach our alumnae and friends who are further afield or less able to travel. We particularly enjoyed a tour of the Blavatnik School of Government with our Plumer Society members; and the 2nd Michael Dillon lecture, given by Lord Browne of Madingley, former partner at Riverstone and former head of BP, one of the first openly LGBT CEOs; and a sold-out 1990s decade reunion. Principal Helen King and our Director of

Development, Edwin Drummond, also made the College's first trip to the US in four years, receiving a warm welcome from alumnae and friends on the West Coast and making important new contacts for the College.

In 2022/23 we are particularly looking forward to our 1980s decade reunion, but do keep your eyes open for all of our events. If you see an event that you like the look of, please do encourage your friends to book too, but be assured that you will find a warm welcome here, if you decide to "brave" it alone.

Recognising your donation in The Ship

Thank you again for supporting St Anne's. We're very grateful to all donors, and would like to include you in our published donor list in The Ship 2022/23. 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 David Royal (Modern Languages, 2006).

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 focus on holding annual lectures and alumnae dinners and networking drinks events.

Legacies

When you choose to give a gift to St Anne's in your will, you choose to make a real difference to the future of the College. Giving a gift in a will is one of the most significant ways of supporting the College and is greatly appreciated by everyone here. Legacy donations make a lasting impact and in the last five years alone, £3.3m was received in legacy donations by St Anne's. The enormous benefit they provide is felt – and has been since the College's earliest days – across the many aspects of life at St Anne's, from the provision of bursaries and scholarships for students, to securing teaching posts and fellowships and ensuring our infrastructure remains among the best. Gifts can be either set (pecuniary) amounts or a percentage of your estate, and as little as 1% can make a difference. Gifts can also be made up of shares or property, and can have an impact on the amount of inheritance tax owed. If you would like to know more about this type of giving, please let Felice Nassar – felice.nassar@st-annes.ox.ac.uk know. We would be honoured to hear from you. Gifts can also be made up of shares or property, and can have an impact on the amount of inheritance tax owed. 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 to know more about this type of giving, please let Felice Nassar – felice.nassar@st-annes.ox.ac.uk know. We would be honoured to hear from you.

The Plumer Society

The Plumer Society was 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.

Thank you again for your support.



Gagan Khurana (Physics, 2019) discusses his involvement with the Society

Hi Gagan – can you tell us a little bit about your background and how you ended up studying at St Anne’s?

I was actually born in Kabul, Afghanistan and my family moved to the UK as refugees when I was quite young, but my earliest memories are of growing up in a council estate in South West London. Although I enjoyed school, for the vast majority of my education the silent expectation from my dad was that when I got older, I’d join him in Shepherd’s Bush Market (a historic market in West London!) selling hijabs to unsuspecting Muslim ladies. The thought of university only really came up in Year 10, when a teacher mentioned that it’s a route I should consider, and I only really started thinking about Oxford as a place to study (rather than as a place offhandedly mentioned in the Bollywood films I grew up with) when my Physics teacher rather pointedly put down a poster for UNIQ (the University’s access summer school) and told me to apply. That teacher (Mr Sanders) is the reason I ended up at Anne’s, although I must admit I initially applied to Somerville. I ended up loving my time at Anne’s - so much so that I was lucky enough to serve as JCR President, and (with the help of some amazing committee members and the support of the College) bring back the bops in hall - which I hear continue to be a highlight of each term!

What advice would you give to current students now?

I think the biggest thing I wish someone had told me is to just throw yourself at it. Oxford is hard, busy, stressful, but it’s also just amazing. There are so many incredible things to get involved with, and I think the best advice is to throw yourself into it and make the most of it, whatever that means to you. I think what I loved about Oxford is that if you come with an open mind, and take the opportunities that come your way, Oxford’s a place that doesn’t judge you on who you are, but gives you the space to explore and become who you want to be. Make the most of it. Explore!

What made you want to get involved with the SAS?

Just before Fresher’s week, the SAS lead in Oxford invited a few of us who lived nearby (I was there for the weekend) to her home. Getting to know people before Fresher’s week started made a huge difference, and being able to chat with alumnae who were generous with their advice on making the most of Oxford was super helpful, so I knew I wanted to get



involved with the SAS to pass it on when the time came.

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

The alumnae section of the Anne’s website (<https://www.st-annes.ox.ac.uk/alumnae/our-alumnae/>) is kept up to date with the committee members and branch leads - reach out to the President, or the Development office who are more than happy to put you in touch with your branch lead.

What is your advice to anyone who would like to become part of the SAS – is it helpful to you as an alumnus to be part of this network?

The SAS is a great way to stay connected with those in your year, but also the generations of alumnae that have also gone through Anne’s experience. The one thing that unites Anne’s alumnae is also one of the values of the college; ambitious and down-to-earth - they’re a great group of people to meet and learn from, and each time I come away from an SAS event I find myself looking forward to the next one. There’s also the additional benefit on the professional side - being able to access the wealth of knowledge of generations past has been incredibly helpful, and oftentimes when wrangling with a particularly difficult problem at work it’s helpful to have a network of mentors and friends who I can rely on for great advice.

Describe St Anne’s in one word:

Audacious



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 Zoom 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.

Danny Rees

(Modern Languages, 2010)



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

I first reconnected with St Anne's in August 2022 and was keen to engage with the careers work the College does. I'd followed the development of St Anne's for some years with interest and thought it would be good to become more involved. I was one of the first recipients of the Danson Bursary and this was an enormous help to me during my studies and I wanted to give something back.

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

Since leaving St Anne's I have worked in inner city schools in Birmingham, leading a small Modern Languages department as well as Equality, Diversity and Inclusion initiatives in one of the city's most diverse schools.

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

Oxford made more sense to me after I left, with a bit more perspective and room for reflection. Enjoy it for what it is.

What made you want to support St Anne's with our careers sessions?

There's a significant recruitment and retention crisis in state schools at the moment and I wanted to promote this fantastic profession to current students.

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

It's a rewarding experience and was a good opportunity to reflect my own career choices and goals and ambitions.

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

Community Week and Giving Day 2023



St Anne's fifth Community Week is due to take place from 6 March, with our Giving Day running across 8 - 9 March.

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

We will be raising funds for St Anne's by encouraging a wide network of people to support the College. Funds raised this year will again go towards student support including the Graduate Support Fund and International Hardship Funds (detailed inside) as well as our outreach work. You will be able to find out more about these different areas on the Giving page here: <https://stannes.givingday.co.uk>

You can donate now at www.development.ox.ac.uk/st-annes-college

Community Week and Giving Day events

As part of Community week we will be holding lots of great events, including a talk by Dr Daniel Armanios and another University Challenge-style St Anne's Challenge!

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

Future Communications

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

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

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