



St Anne's College

University of Oxford



This is
St Anne's
2023

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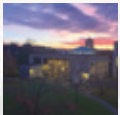
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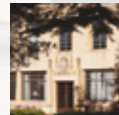
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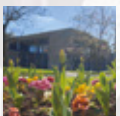
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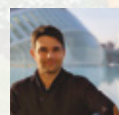
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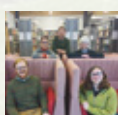
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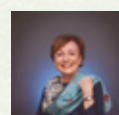
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Welcome

Welcome to this review of St Anne's College for 2023, whether you have had a close association with the College over many decades or whether you're learning about us for the first time. We try in this annual document to share pertinent data and also to give a sense of the ethos of St Anne's, the life changing educational journey our students experience, and the world leading research conducted by our academics. Nothing conveys this better than our people, and I hope you share our pride when reading about the students, tutors, researchers, and staff members featured.

In our Purpose we committed to being 'forward looking and outward facing'. Just two recent manifestations of that are our work with Aspire, which is explained on page 20, and our

commitment to admitting students on the University's Astrophoria Foundation Year. On page 13 one of the first students to join this programme, Nayab, tells us about how she came to apply for the Foundation Year and what her experience has been so far. I think she is a fantastic example of why such a scheme is needed and demonstrates how College life will be further enriched by the talent and life experience of these students, and others from non-traditional 'Oxbridge' backgrounds.

This year has, of course, also seen us look internally and finally embark on our largest ever building project: a complete regeneration of the 10 Victorian houses on Bevington Road that provide so much of the affordable accommodation needed to make an Oxford education accessible and a home away from home.

The building work will be ongoing until at least the summer of 2025, but you can keep up to date on developments through our microsite: <https://transformingbevingtonroad.co.uk>

All we do, particularly in these challenging economic times, is only possible because of the invaluable support we receive from alumnae, donors and friends of St Anne's. Thank you so much for your help and for all the purposeful and bold work that is undertaken as a result.

Please do visit if you can in 2024, to see for yourself!

Helen

**Helen King, QPM
St Anne's 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. This purpose was revisited and renewed in 2023. 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.



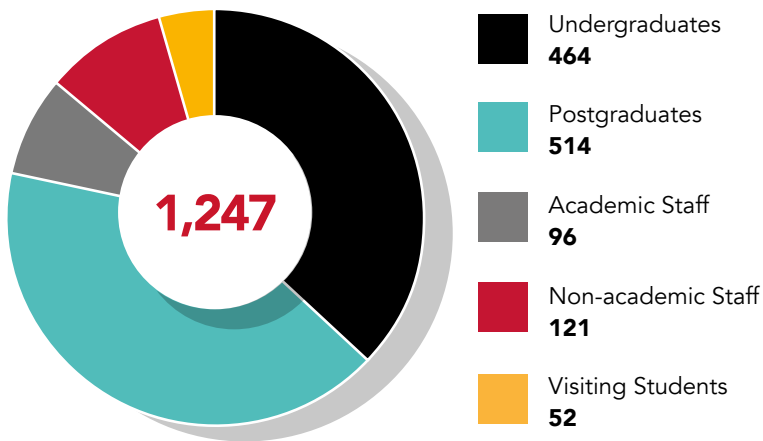
As a community, to:

- Be the home of choice for the brightest and most ambitious students, including those from under-represented groups.
- Support, enable, and promote the excellence of our academics' research.
- Inspire and challenge our students to fulfil their academic potential and prepare for future careers.
- Respect, celebrate, listen, and learn from the diversity of people, their ideas, experiences, and achievements.
- Support and guide all in our community to be well and do well, and develop skills and readiness for the future.
- Seek, in our decisions and actions, to have a positive impact on people, place, and planet.
- Build on the College's rich history and values in the distinct and enduring contribution we make to the University's future.
- Secure the funding, facilities, and resources of a world-class college that attracts the brightest minds and supports their aspirations.

As trustees and Governing Body members, to:

1. Leave the College stronger than we found it, fit for the long term.
2. Discharge our duty of care to staff, students, and academics.
3. Inspire all students with the joys of intellectual pursuit as we advance world class research.

St Anne's Today



Undergraduates



Applications October 2022
689



Offers (includes 3 offers for deferred entry in 2024)
139



Numbers of freshers in October 2023
131

Student intake by school type in 2022 (UK students)

76.5% state school

23.5% independent

Student Numbers

464



514

undergraduates (and 52 visiting students) in the 2022/23 year

postgraduates in the 2022/23 year

Bursaries Awarded



£407,682 (21/22 = £344k)



108 (21/22 = 116)

Gender balance of current students (2022/23 year)

Females

55% (56% inc Visiting Students)

Undergraduate

52%

Graduate



Males

45% (44% inc Visiting Students)

Undergraduate

48%

Graduate

Travel Grants

Undergraduates



57 travel grants



£23,870

Postgraduate



110 travel grants



£28,765

Degree Outcomes in 2023



47 Firsts



71 2.1s



10 2.2s



0 3rds

Nationalities of Current Students

Undergraduates



UK **362**
(363 inc VS)



EU **39**
(44 inc VS)



Rest of World
63 (109 inc VS)

Postgraduates



UK **192**



EU **95**



Rest of World
227

Undergraduate Scholarships and Exhibitions (2022/23 year)



106

Scholarships



35

Exhibitions



42

Renewed Scholarships



14

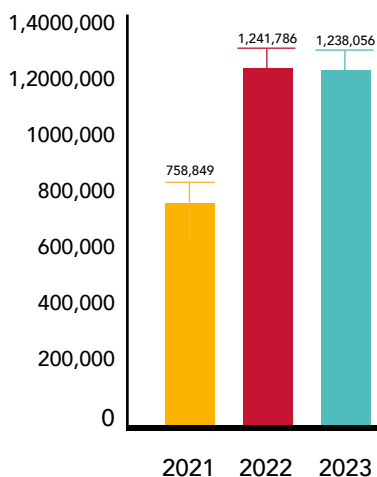
University of Oxford Prizes

CV Clinics

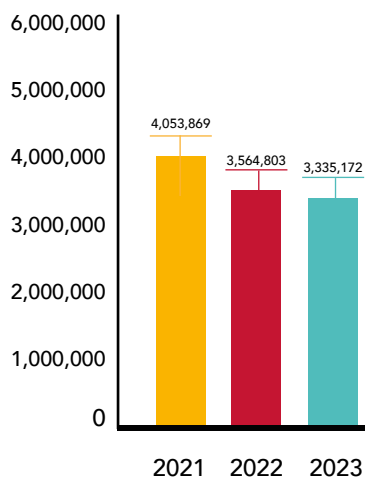
Hilary 2022	Michaelmas 2022
13 alumnae	11 alumnae
38 students	34 students
Hilary 2023	Michaelmas 2023
11 alumnae	10 alumnae
34 students	35 students

St Anne's Yearly Energy Use

Electric Consumption (kWh)



Gas Consumption (kWh)



Library



18,621

Loans plus renewals – plus 1,521 books used in reading rooms and not borrowed



1,886

Accessions (books, periodicals, DVD, pamphlets)



13.45 metres

Increase in collection size



964 books requested by 695 students

Click and collect service

Outreach and access

By Jackie Watson,
Outreach Officer

Across the 2022-23 academic year the St Anne's Outreach team is delighted to have worked with 132 schools in our link regions of Hillingdon, Southwark and the North East of England. Across the year we ran sessions for over 4,600 students, as well as for their teachers and parents. Though we are still making the most of online opportunities in the aftermath of the pandemic, most of the work with schools is now once again in the schools themselves or welcoming groups to college.

Not all of our work has been directly with individual schools in our link areas, though, and students have come to St Anne's from further afield through our engagement with organisations such as the Brilliant Club; our running of

specific larger-scale events, such as the Women in STEM programme (jointly with Fitzwilliam, Cambridge); and working with Faculties and Departments on their Open Days. We have continued to work on bespoke projects with Multi-Academy Trusts (MATs) or groups (such as The Access Project or Voyage Youth, both London-based), where some of the schools are in our link areas, but others not. We have worked with still more schools and students through our joint activity in the North East with our partner colleges, Trinity and Christ Church.

Forty-one inbound visits across the year have led to 1,380 students on our college site, in addition to those visiting for Open Days and our Offer Holder Day.



Aim for Oxford

Recruitment for Cohort 4 of our Aim for Oxford programme for North East students took place in autumn 2022. We received over 200 applications from across the region for an increased 60 spaces on the programme.

Aim for Oxford is 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 sessions for Cohort 4 were all delivered in-person, with sessions delivered in Newcastle and Durham during Hilary Term. 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.

We offered another in-person residential to the group, which took place in August 2023. 49 students attended the event, taking part in tutorial and study sessions, as well as dinners, joint workshops and social activities. North East ambassador undergraduate students from a range of colleges, including St Anne's, helped staff organise the highly successful week.

96% of students on the Aim for Oxford residential agreed or strongly agreed that they enjoyed working on an academic project during their week, 92% agreed or strongly agreed that they enjoyed the tutorials, and 98% agreed or strongly agreed that their project would be useful for a university application.

We are eagerly waiting to see how many from

this cohort go on to make successful applications to Oxford, after 25 applications from Cohort 3 led to 13 being shortlisted for interview. Of those, 5 students from Cohort 3 were finally made an offer to study at Oxford.

Outreach in the North East

We have very much enjoyed our weeks visiting the North East schools again this year, and making contacts in many that we had lost contact with over the pandemic. These have included sessions with students, continuing professional development for teaching staff and attendance at parents' evenings.

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

September 2022 and June 2023 saw large numbers attending our in-person Open Days, meeting our tutors, attending talks and demonstration interviews, and enjoying the college's hospitality. We were ably assisted by a team of Student Ambassadors from a range of different backgrounds and disciplines and were very pleased to see St Anne's being visited by so many prospective applicants.

Interviews will remain online for some years now, and for many of our applicants this means that they don't have the opportunity to visit Oxford or St Anne's. In April 2023, we ran our second Offer Holder Day, with over 100 offer holders, often 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 and this continued into 2022-23. 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 Year 9 placements from 9 different schools in the North East, and offered a 2-night residential trip to Oxford as part of the university launch for the programme. 56% of participants were Pupil Premium students, 45% had no parental history

of higher education and 72% 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 as 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.

In summary, 2022-23 saw the engagement of thousands of students in UK state schools, as well as work with their parents and – very importantly – their teachers. This is ongoing as we aim to raise the proportion of successful state school applicants to Oxford, and especially to St Anne's, even further.

Meet the Outreach Officer: George Hobart

Hi! I'm George, the latest addition to the outreach Team here at St Anne's. From October 2019 to June 2023, I was a student here at Oxford, at Hertford College studying Physics and Philosophy, which I enjoyed so much it convinced me to continue my learning by studying for a PhD in Particle Physics. But first I wanted some time away from studying for a while, doing something I would find really fulfilling, and I wanted to stay in the city I'd fallen in love with. In April, I spoke to a friend who had been at St Anne's for three years, and told me all about the amazingly welcoming and inclusive atmosphere they had experienced here: "forward-looking, outward-facing". So they suggested I apply for an Outreach Officer position here. Two months later, only six days after my final exam, I started working here, and I have loved every day in the role since!

Jackie showed me the ropes (having only started 4 months before me) and we quickly realised that, as a recent graduate, I was best suited to looking after and coordinating the student ambassadors and engaging with the school students, while Jackie has always been perfect for connecting with schools and teachers. As a team we go on plenty of outbound visits to schools in our link areas (Hillingdon, Southwark, and the North East of England), as well as welcoming school-groups into St Anne's (where our student ambassadors really shine through on their tours), and I really discovered how much I love leading sessions for the students!

What I love most about this role is that every day is entirely new, unexpected, and exciting—particularly when you get to work with lovely ambassadors, and meet dozens of new students and their teachers with each visit! I find the



role so fulfilling, knowing that regardless of how a session goes, we always make a positive impact on the lives of at least one student in the group, and have supported and inspired countless students over the past few months. I'll be truly sad to leave this role next year when it comes time to move on, but I will be so happy knowing all the amazing work we have done to benefit so many students' futures, and help to make Oxford a more accessible, diverse, and welcoming place for everyone.

SPOTLIGHT ON

The JCR Vice President

Krishh Chaturvedi

Krishh, 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 was born and brought up in New Delhi, India. Initially, I had planned on studying engineering within India itself, but during the last few years of high school I started to really enjoy doing chemistry specifically and decided to apply abroad to some of the most prestigious chemistry programmes, drawn particularly to the hands-on teaching system at Oxford.

It was a long shot at the time, but I'm so glad I applied, or I wouldn't be at Anne's today!

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

Moving to a new country while also settling into college life was a really big change for me. Volunteering for student community and leadership roles had always helped me throughout school to step out of my comfort zone and meet people beyond my immediate circle.

Being elected Freshers' Rep further helped me realize just how much of an impact the JCR Committee has on the wellbeing of students. With the first year of the Bevs' redevelopment directly impacting our year group, helping facilitate proper communication on the accommodation options available to us made me see the effect the work of the JCR reps can have on alleviating the anxiety and confusion students can face coming into college.

This motivated me to run for Vice-President, directly interfacing with students, being a friendly face around college, voicing any concerns and doing my best to make sure that everyone coming into Oxford has a smooth transition to university life :)

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

I would have to say putting together Freshers' Week! As the VP, one of my main tasks was to help organize Freshers' Week over the summer and I am extremely happy that it went off really well! I'm immensely proud and grateful for the support of an amazing and motivated JCR Committee that helped put on a great week to welcome freshers, and an amazing Michaelmas after that, filled with amazing events and welfare teas and intersectional drop-ins throughout the term.

For the future, we look forward to continuing the success of Michaelmas with a variety of events though the year, making Anne's greener and cleaner (especially the JCR spaces) along with undertaking the scheduled redrafting of the JCR constitution later this year!

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

Just go for it! The JCR Committee is a great way to give back to your college community, and the wide variety of roles on the committee means there's something suitable for everyone! Whether you want to organize college-wide events, represent a community of students or do your part in making Anne's more sustainable, there's definitely some JCR role you can run



for in Hilary or Trinity.

The biggest misconception is that JCR roles all require large time commitments beyond the degree course, and people are often nervous to run because they don't know how they'll do a good job, but you've got the support of your predecessors and the rest of the committee. Taking on a JCR role, more often than not, means learning on the job, it can be easily fit around your schedule and it's very rewarding!

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

Don't be intimidated by the name of Oxford! It's honestly a very normal university (with a few fun quirks to make it interesting) and the best thing to do is to do your research to make sure Oxford and the college you apply to is a good fit for you, not the other way around!

Describe St Anne's in one word:

Welcoming

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 Ruby Austen (Biology, 2022) works with the committee and with College to improve and support the student experience.

The JCR have been working closely with the MCR, with collaboration between MCR and JCR Welfare Reps who organized a beloved college event during Trinity Term – an alpaca-filled afternoon on the quad for all members to enjoy. This collaboration extended beyond welfare, as evidenced by joint efforts during Community Week and Giving Day, featuring events like an open mic night and trivia quiz hosted in the MCR. Michaelmas Term has seen further MCR-JCR collaborative social events organised throughout the term, in particular open mic night and the Megabop towards the end of term.

Demand for Welfare provision has been especially high over recent terms, so Welfare has remained a key focus for the JCR in Michaelmas 2023. The continuation of the Sexual Health Scheme and the provision of sanitary products has been met with lots of support from students, and Movenber events such as games night, group shaving and sponsored runs were all huge successes. Additionally, welfare week saw some fantastic activities including dog petting, clay crafting and a Diwali themed tea social.

St Anne's JCR also ran a very successful Freshers' week in 2023, welcoming all new students with both events in college and around town such as a quiz and games night, a performance from a student acapella band and various club nights. A unique addition was made in 2023 Freshers' week, with SR3 being provided as a quieter space for those who prefer a calmer, alcohol-free approach to freshers' week, but still enjoying fun games and socialising. The Entz team rounded off the week with a Freshers' Barbie Bop and continued to organise the much-loved bops throughout Michaelmas, with the largest event of the term – the Tropical Christmas MegaBop 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. St Anne's Camerata performed in the Sheldonian Theatre and BoomSoc are also continuing to see good turnouts. In terms of sport, at the end of Trinity 2023, the St Anne's tennis team was successful in becoming the champions of Cuppers! The Mint Green Army (St Anne's football team) 1st team have had a strong start to the season and are currently through to the Cuppers quarter finals, while the hockey and netball teams will be remaining in Division 1, avoiding relegation.



JCR members celebrating Oxmas



Student ambassadors during the summer Open Days



The Saints Football alumni 7-a-side match

From the MCR

A Year in St Anne's MCR: Blending Academic Growth and Community Spirit

This year, the St Anne's MCR committee has been lively with activities aimed at enriching our postgraduate community's life. Our focus? A blend of academic support, well-being, and social events that cater to everyone's tastes.

Our themed BOPs have been a highlight, spanning from Renaissance-themed nights to the grand Christmas Megabop. Complementing these, we've hosted open mic and karaoke nights, games nights, and the unique Tippy Show and Tell, where people present their intellectual interests in a laid-back manner, alongside some memorable Murder Mystery dinners. We also hosted the annual and very popular Hogacre picnic and Garden Party during the summer as a nice farewell for the academic year.



Tippy Show and Tell in the Study Room in EPH

For student welfare, we've mixed creativity with relaxation by organising Halloween Pottery Painting,



Christmas BOP JCR + MCR

self-care nights, board games, cookie decorating, and movie nights. These events provided perfect opportunities to unwind and connect.

Academically, we've motivated each other with 'Shut Up and Write' sessions, fostering a productive environment fueled by caffeine and pastries. The Pink Charity Day showcased our commitment to supporting important causes through pampering fundraising activities open to everyone. And continuing our years of tradition, we've been proactive in offering research funding through the MCR this year as well.



Group Picture of the MCR 2023 Garden Party



Bonfire at the Hogacre picnic

To sum, this year has been about making St Anne's MCR a hub of activity, support, and fun. We've aimed to strike a balance between academic rigour and leisure, ensuring a well-rounded experience for all. As we look ahead, we're excited to continue building this vibrant and supportive community.

Katja Michlbauer
(MPhil Economics, MCR President 2023/24)

Admissions

Welcoming our first Astrophoria Foundation Year cohort

Our 2023 cohort represents a group of highly accomplished students from various social, cultural, and economic backgrounds, including those who are care experienced, differently abled, and neurodiverse, hailing from diverse regions of the UK and around the globe. As we announced previously, this year also marked the first intake of students on the *Astrophoria Foundation Year*. These students bring with them educational experiences from a variety of institutions, ranging from those with limited exposure to Oxford admissions to independent schools, grammar schools, comprehensive schools, sixth form colleges, and academies.

Among them, an increasing number represent less advantaged backgrounds, underscoring the ongoing dedication of the College and University to ensure that academically gifted students aspiring to study at the University of Oxford are provided a fair opportunity for admission. The diversity embodied in this year's intake aligns with the founding principles of St Anne's – promoting educational accessibility and aspiring to become the preferred home for the most brilliant and ambitious students from all walks of life.

We are pleased to be once again welcoming students onto the bridging

programme, *Opportunity Oxford*, now in its fourth 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, alongside the *Astrophoria Foundation Year*. We are proud to participate in these University initiatives.

Below, Nayab Nasir, part of our first *Astrophoria* cohort, describes her route to Oxford and her experiences at St Anne's so far.

Nayab Nasir

(Chemistry)

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

I am studying Chemistry.

You are part of the first group of Astrophoria Foundation Year students who have arrived in Oxford this year. Can you tell me how you heard about the Foundation Year?

I first came across it through the Student Room website which had a forum about the Lady Margaret Hall foundation year. While researching Foundation Year opportunities at Oxford I came across the *Astrophoria Foundation Year (AFY)*.

What made you want to apply to the Foundation Year? Did you have a particular idea of what Oxford might be like before you got here?

I have missed many school years in my life due to having moved countries; there were many gaps in my knowledge which meant this Foundation Year was absolutely necessary. It also gives me the opportunity to explore the subject of my choice before starting a degree. During Covid-19, the vaccination being produced by the University of Oxford was a highlight; its history and its contribution to the future clearly highlight the quality of education provided by this institution.

What is your background?

I was born in Pakistan and at the age of 7, moved from Pakistan to Portugal.

this is where my dad has been living since at least 18 years before my birth for work purposes. Because Portuguese isn't my first language, I initially struggled with school here as well. It was the quality of education within England that was most attractive for my parents to move into England. From Pakistan to Portugal wasn't a direct move; my mother and I had to live in relatives homes in Spain and Germany for a month or two each, for financial reasons. I started my education in England in Year 9 in a Birmingham state school and applied for sixth form for Year 12 at a different institution. Few or none of the students from those schools have ever applied to the University of Oxford. This means those institutions do not have much experience in providing support for competitive applications. If this Foundation Year wasn't in place, I would never have been able to get into the University of Oxford.

What have been your experiences of St Anne's so far? Are you enjoying your course and being part of the JCR?

Initially I was scared about everything I was surrounded by as I am not very social and was expecting to be extremely uncomfortable being away from home. However, people at St Anne's are so welcoming and friendly that within the first week, I've found that it is as comfortable as being at home.

Foundation Year students are spread out in many different colleges. Since we meet up as a cohort very often, I can confirm that the people at St Anne's are the luckiest. St Anne's is very diverse and there is unity among all members of this college. Only St Anne's provided the opportunity of a Foundation Year Rep on their JCR. It just shows how much St Anne's cares about each and every student at this college. Being part of the JCR gives me the opportunity to build confidence to raise any concerns and advocate for others in my position. I enjoy listening to how everyone is concerned about making all members comfortable.

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What one thing would you say to anyone interested in applying to the Astrophoria Foundation Year in future?

Use personal statements and interviews to express your love for the subject. These are not exams. The only requirement for *Astrophoria Foundation Year* is for someone who has a deep desire to learn about the subject of their choice.

Describe St Anne's in one word:

Community



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 and 18 Research and Junior Research Fellows.

Our academics' awards and achievements

Professor Uta Balbier, St Anne's Fellow in History, has been recognised in the University's annual Recognition of Distinction exercise and is now a full Professor of Modern History.

Professor Andrew Briggs, Senior Research Fellow, was the winner, alongside Michael Reiss, of the International Society for Science and Religion's 2023 Book Prize, for *Human Flourishing: Scientific Insight and Spiritual Wisdom in Uncertain Times* (Oxford University Press, 2021). <https://global.oup.com/academic/product/human-flourishing9780198850267?cc=g&lang=en&>

Professor Sonya Clegg, St Anne's Fellow in Biological Sciences, has been recognised in the University's annual Recognition of Distinction exercise and is now a full Professor of Evolutionary Ecology.

Last year, a research group led by **Professor Sally Collins, Professor of Obstetrics and St Anne's Lecturer in Medical sciences**, were awarded the prestigious Sir Jules Thorn Translational Biomedical Research award (~£1million) to run a study in Oxford recruiting 3500 women to see if their new AI tool OxNNet can predict adverse pregnancy outcomes. You can find out more about the study here: <https://www.wrh.ox.ac.uk/research/osprea-current-studies/oxplus>

Professor Charlotte Deane, Supernumerary Fellow at St Anne's, has been appointed the new Executive Chair of the Engineering and Physical Sciences Research Council (EPSRC), part of UK Research and Innovation (UKRI), by the Secretary of State for Science, Innovation and Technology. During the COVID-19 pandemic, Professor

Deane served on SAGE, the UK Government's Scientific Advisory Group for Emergencies. Her appointment to EPSRC marks her return to UK Research and Innovation. When Deputy Executive Chair of EPSRC she acted as UKRI's COVID-19 Response Director.

Professor Bent Flyvbjerg, Senior Research Fellow, published *How Big Things Get Done* (Macmillan, 2023) with Dan Gardner. The book was named *The Economist's* Best Book of 2023 in Business and Economics, and also won *Inc. Magazine's* award for "Most Important Book of 2023".

Astronomers, led by **St Anne's Fellow in Physics, Professor Patrick Irwin**, have observed a large dark spot in Neptune's atmosphere, with an unexpected smaller bright spot adjacent to it.

Professor Irwin and his group used a rich new dataset from the European Southern Observatory's Multi Unit Spectroscopic Explorer (MUSE), part of the Very Large Telescope (VLT) to investigate what causes Neptune's dark spots to be visible. The group used the data to rule out the possibility that dark spots appear simply due to a clearing in the clouds. The new observations indicate that instead, dark spots are likely the result of air particles darkening in a layer below the main visible haze layer as ices and hazes mix in Neptune's atmosphere.

Until now, all that was known was that these short-lived and elusive dark spots, previously observed by Voyager 2 in 1989 and more recently by the Hubble Space Telescope, are dark at blue wavelengths and invisible at red and longer wavelengths. The most recent dark spot, NDS-2018, was first observed by the Hubble Space Telescope in 2018

and it is this spot that has been studied by Professor Irwin's team.

A project led by **Professor Saiful Islam, St Anne's Fellow in Materials Science**, has secured major funding from the Faraday Institution. Professor Islam leads the CATMAT project into high energy density, sustainable cathode materials. The project also includes researchers from the universities of Bath, Birmingham, Cambridge, Liverpool and UCL. The CATMAT project is researching next-generation cathode materials that could significantly increase the energy density of lithium-ion batteries.

Dr Ali Kay, Junior Research Fellow at the Centre for Personalised Medicine, was invited to the House of Lords in December for her contributions to the neuromuscular community: the Muscular Dystrophy UK Vice-President's lunch. She was given a special mention for her role as vice-chair of the lay research panel.

The Centre for Personalised Medicine is based in College and at the Centre for Human Genetics. Its Director, **Professor Anneke Lucassen**, was awarded an honorary fellowship of the Royal College of General Practitioners (FRCGP) by Dame Clare Gerada at a ceremony in London on 17th November.



Professor Anneke Lucassen

Anneke's publications this year include:

1. Population screening requires robust evidence-genomics is no exception. Turnbull C, Firth HV, Wilkie AOM, Newman W, Raymond FL, Tomlinson I, Lachmann R, Wright CF, Wordsworth S, George A, McCartney M, Lucassen A. *Lancet*. 2023 Dec 6:S0140-6736(23)02295-X. doi: 10.1016/S0140-6736(23)02295-X. PMID: 38070525

2. Horton R, Boyle L, Weller S, Lucassen A. Glowing gels and pipettes aplenty: how do commercial stock image banks portray genetic tests? *Eur J Hum Genet*. 2023 Dec 8. doi: 10.1038/s41431-023-01508-4.

3. Redman MG, Horton RH, Carley H, Lucassen A. Ancestry, race and ethnicity: the role and relevance of language in clinical genetics practice. *J Med Genet*. 2023 Nov 29;jmg-2023-109370. doi: 10.1136/jmg-2023-109370. PMID: 38050060

Professor Patrick McGuinness, Sir Win and Lady Bischoff Fellow in French at St Anne's, has this year been awarded the Prix Triennal du Rayonnement des Lettres Belges, also known as the Prix Léo Beeckman. The prize is awarded every three years to a person or organisation for their contribution to the literature of Belgium.

St Anne's Fellow in English, Professor Matthew Reynolds, alongside twenty other scholars including St Anne's DPhil candidate, Yousif M. Qasmiyeh, has published 'Prismatic Jane Eyre: Close-Reading a World Novel Across Languages'. The book follows on from Professor Reynolds's AHRC-funded "Prismatic Jane Eyre" project, which was itself an outgrowth of OCCT's Creative Multilingualism programme (2016-2020) that explored the links between creativity and languages.

Professor Stuart Robinson, Tutorial Fellow in Earth Sciences, has been recognised in the University's annual Recognition of Distinction exercise and is now a full Professor in Sedimentology

and Stratigraphy.

Dr Andrew Seaton, Plumer Junior Research Fellow in History, has published *Our NHS: A History of Britain's Best Loved Institution* (Yale University Press, 2023). The book is based on Dr Seaton's research and was completed at St Anne's.

Professor Francis Szele, St Anne's Tutorial Fellow in Biology, is leading new research in collaboration with the Pranaiya and Arthur Magoffin Foundation ("PAM Foundation") to research postpartum depression ("PPD") and other perinatal mental health illnesses. This new research is investigating the role that changes in the way genes are read and enacted upon by the body during and post pregnancy could contribute to PPD and postpartum psychosis ("PPP"). It is hoped that the outcome can lead to a better understanding of the biology of PPD and PPP and potentially lead to a targeted therapeutic.

Professor Szele, in collaboration with also Oxford University researchers, has also developed a breakthrough 3D printing method which could one day help repair brain injuries on a tailored basis. The research, which shows that neural cells can be 3D printed, was published in the journal *Nature Communications*. It has since received global press attention.

Professor Antonios Tzanakopoulos, St Anne's Fellow in Law, in September made oral submissions before the International Court of Justice on behalf of the Republic of Cyprus. Cyprus intervened, along with 31 other states, in the case brought by Ukraine against Russia on *Allegations of Genocide under the Convention on the Prevention and Punishment of the Crime of Genocide*.

Dr Susie Weller, Research Fellow at the CPM, has published Weller, S., Davidson, E., Edwards, R. and Jamieson, L. (2023) *Big Qual: A guide to breadth-and-depth analysis*, London: Palgrave Macmillan.

Meet our Fellows

Prof. Chris Grovenor

Fellow and Tutor in Materials Science; Professor of Materials



Chris, you've been at St Anne's since 1990. What have been some of the biggest changes you've witnessed in College over that period?

When I joined the Fellowship, it was led by a group of impressive women whose careers were dedicated to supporting their students and to the life and development of the college. I am delighted that their focus on excellence in educational and pastoral standards remains a core value of St Anne's, even though the Fellowship has naturally and organically changed in both gender balance and international background.

You are our Wolfson Fellow in Metallurgy and Science of Materials. Could you explain, for the benefit of non-Materials Scientists, what this means?

The Wolfson Foundation was established in 1955 by Sir Isaac Wolfson, the chairman of Great Universal Stores, and has since then awarded more than £1 billion in grants to 14,000 projects mostly in the fields of medical research and health, education, and science and technology. As well as an endowment to St Anne's for a Tutorial Fellowship in (then) Metallurgy, these grants have supported the establishment of Wolfson College and numerous building projects in the Materials and Engineering Science Departments.



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?

I teach in the area of Phase Transformations – essentially the science of how we take the raw materials for metals, ceramics and polymers and turn them into the useful products that a 21st century civilisation depends on. There is a lot of conceptual understanding in this topic, the maths is too hard to solve to be able to depend on numerical solutions to every problem, and some of the students find this rather frustrating!

What are you researching at the moment?

My research covers a wide range of topic areas in the general field of materials for energy generation and storage. The most entertaining, and challenging, current projects are on how to develop materials for critical components of future fusion reactors that must survive many years in contact with very aggressive liquid lithium, and whether the superconducting magnets used to contain the fusion plasma will survive the inevitable radiation damage they will experience in service.

You supervise a number of postgraduate research projects – how do you manage multiple projects of this kind at the same time? Are the projects united by common goals?

All academics are involved in a numerous projects at a time, and being able to keep them separate is a skill one has to develop. Inevitably, sometimes I conflate one project into another to the confusion of all, but sometimes that throws up cross-fertilising ideas that might not have arisen by preserving strict separation. The common goals are simple, to plan and undertake research that sheds some light on a material, phase transformation or process that takes the field a step forward, preferably in a direction that

allows our industry partners to adjust a manufacturing process or select a new material to improve their products.

You are the lead investigator of the NNUF management group overseeing the installation around the UK of £80m of new facilities for nuclear science and technology (<https://www.nnuf.ac.uk/>) including an access scheme for all UK researchers to use this state of the art equipment. Could you tell us more about that? Why is the scheme important and does it connect with wider drives towards accessibility in STEM?

The UK depends on nuclear power for about 15% of our electricity consumption, and when Hinckley C comes online this will increase considerably. I am convinced that we will need baseload generation capacity from nuclear power long into the future so that when the wind does not blow we don't have to burn imported gas. The UK had a period of about 25 years where there was essentially no investment in research capability in the nuclear sector, and you cannot continue to solve the technical problems that arise from planning new generations of nuclear reactors and maintaining the ageing existing fleet without equipment and the new workforce trained to use them. I conceived and led the application to government for the NNUF2 investment in experimental equipment and the people to run it, and since 2017 more than 150 students and postdoctoral researchers have been trained on these (including participants from 20 other countries), and some internationally significant pieces of work have been undertaken on nuclear robotics, non-proliferation monitoring and planning for the UK's nuclear future.

Describe St Anne's in one word:

Dedicated

Associate Professor Venus Bivar

Tutorial Fellow in History; Associate Professor in Environmental History

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

I was one of those kids who loved school. I had a fairly rough home life and so school was my happy place. My teachers were supportive and encouraging and gave me all kinds of positive reinforcement. I volunteered for everything: debate society, environment club, Amnesty International, drama, jazz choir, hiking club. I just loved being at school. I often joke that I liked school so much I stayed as long as I could, and after graduation, I simply switched roles.

I did the first year of my undergraduate degree at McGill University and then transferred to the University of British Columbia. I couldn't choose between literature and history and so I studied both. I then went to the University of Chicago for my doctorate. Again, unable to commit to a discipline because I simply wanted to know everything about everything, I enrolled in an interdisciplinary cultural studies programme. A few years into the degree I realised that my academic job prospects would be limited if I didn't commit to a single subject. So I transferred to the history department. I love what I do, but I certainly do miss being able to dabble across fields.

For someone who got as much out of school as I did, the prospect of being at Oxford, the Platonic ideal of school, was extraordinary. It feels like I am finally where I was meant to be all along. And being at St. Anne's, where the mandate is to reach students who come from backgrounds like my own, is the cherry on top. Given my own experience, it is tremendously meaningful to be a part of a community that was founded on the principle that everyone should have access to higher education.

Your University post is "Associate Professor of Environmental History post-1750". Could you explain to the layperson what environmental history is?

In terms of subject matter, it's the study of any and all aspects of the environmental past. Fields of inquiry can be quite abstract: how different people at different times have understood the concept of 'nature'. They can also be

very material: the exploitation of natural resources like forests, coal, and cattle. Almost everything has an environmental history given that everything on earth is natural in its origins. So really it's about framing. Environmental historians ask questions about politics, economics, culture, and social relations that centre our existence as environmentally-embedded beings.

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

The college system is great for someone who likes to be in an interdisciplinary environment. I love that I get to have lunch with geographers, philosophers, and physicists. I also like that the smaller scale of a college means that the tutors get to know the librarians and the porters and the scouts and the gardeners. It feels like a real community.

I'd say the biggest difference from previous posts is being a member of the Governing Body and a trustee of the college. I've never had that kind of responsibility before, weighing in on major decisions like construction projects, real estate acquisition, and budgeting. Being accountable in this way helps me to see the college as a whole, from the students and staff to the buildings and grounds. It makes me feel invested in the future of St. Anne's.

You teach our undergraduates in History and joint courses. Could you tell us a little about your major teaching areas and what the undergraduates are learning about?

Along with Amanda Power at St. Catherine's, I've just put together an exciting new first year methods paper (Approaches to History) designed to introduce students to environmental history. I am also preparing a new undergraduate course on the history of the Anthropocene and the climate crisis. I also offer tutorials on some of the outline papers that cover the last two hundred years of European history.

Outside of teaching, your research interests are located at the intersection of environmental, economic and European history, primarily viewed through the lens of modern France. Could you talk about



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

France is a case study really. The questions that drive me could be asked in a wide variety of geographical contexts. At its core, my research is about the economic exploitation of the environment, from industrial agriculture to air pollution. So much has been sacrificed in the pursuit of economic growth.

One of the most important contributions that environmental historians have made is to argue that humans are not at the centre of the universe. We share the planet with animals and plants, and while much of our history has involved pretending that we are special, that we are something other than natural, the climate crisis has reminded us that this is simply not so. Studying the economic priorities that helped to shape this false conception of the world is key to understanding our present predicament.

You have also recently joined our Environment Committee in College. What made you want to take part in this group?

There is a lot that needs doing if we are going to successfully address the climate crisis. It's not often that humanists get the chance to apply their knowledge to the real world. So I was really happy to learn that St. Anne's has a dedicated committee for addressing these issues and knew that it would be an area of college life where I could make a difference. I am especially excited about our plans for improving biodiversity across the quads and hope that someday we'll have a patch (or two or three!) of wild grasses and flowers. Small changes like these can be game-changers for bees and butterflies and smaller animals.



Meet our staff

Fahmi Sidou *Maintenance Operative*

Hi Fahmi! You've been at St Anne's for just over a year now. Can you talk us through your background and what brought you here?

I am originally from Syria and came to the UK as a refugee. I currently work at St Anne's as a general maintenance person. For over a year, Aspire [see red box below for further information] helped me get this job.

Can you explain what role you play at St Anne's? What might a typical day look like for you?

I do some maintenance work for the college and I paint the rooms.

What have been some of the challenges you have faced in your role so far? What is your overall impression of St Anne's?

Sometimes I have some difficulties because of the English language because it is my third language, but my managers and the people I work with here are very nice, they understand that and they always help me. I think working at St Anne's is really wonderful.

The Aspire Pathway

Famhi came to us after a 3 month placement at Green Templeton College in September 2022 as a Maintenance Operative. We were approached by Aspire (as we have previously connected with them) to see if we could offer similar work to him. We did this on a 3 month trial basis with a view to offering him something permanent when a role became available – which it did in February 2023.

Aspire supports people in Oxfordshire facing homelessness and disadvantage to secure fulfilling employment and safe housing. Established in 2001, Aspire has now been tackling the most complex social issues in Oxfordshire for over 20 years. They support local people into and towards employment and housing, as the most powerful way to break the complex cycles of homelessness, re-offending and poverty. They are proud to work in partnership with 31 organisations

across Oxfordshire and the Thames Valley to reach those most in need of our specialist support.

We have been connected to them for a number of years and hope to collaborate with them more in the future through various initiatives.

Julie Parkin-Morse, Head of HR

From the Library

by Clare White, Librarian

2023 has been a year of change in St Anne's Library as we bade farewell to two members of the team and welcomed three new colleagues.

Duncan Jones, whose name many alumnae will recognise as the author of numerous blog posts on the history of the Library and the College, including the Bevington Road houses (<https://www.st-annes.ox.ac.uk/life-here/library/blog/bevington/>), swapped his role at St Anne's for one at the Bodleian, and we were lucky to recruit Niall Sheekey as Duncan's successor in the role of Reader Services Librarian. A key aim of this role is to help students improve the way they search for information, enabling them to explore a wider range of resources, and find better quality, more appropriate material for their research and assignments. In his first six months, alongside the daily routine library tasks, Niall has delivered 1-to-1 training sessions with students preparing literature reviews for dissertations, organised the Library induction programme for Freshers, helped with tours for Oxford's new Astrophoria Foundation Year students, and delivered an information skills workshop to first year English undergraduates to support one of their prelims papers.

We also said goodbye to our Library Assistant, Lizzie Dawson, and welcomed Alice Shepherd in her place. The Library Assistant role was added to the team in 2017 as a much-needed extra pair of hands following the opening of the new library. The post was designed as an opportunity for someone in the early stages of their library career to work part-time and gain experience whilst studying part-time or as a distance learner for a postgraduate library qualification. Alice joined us after a successful year as a graduate trainee at the Bodleian History Faculty Library, and plans to study for an MA in Library and Information Studies starting later this year.

The third in our trio of new starters is Matthew Chipping who has joined us in the new role of...drum roll, please...Archivist. It has been a long-held dream of mine, as well as of my predecessor, David Smith, that

St Anne's should have a professional archivist to manage and build its collection. Whilst we have both enjoyed being custodians of the College archives, we have been very aware that our training, skills and knowledge as librarians differs greatly from those needed to care for an archive. Matthew's post is jointly shared with St Hugh's, with 50% of his time spent in each college – an ideal arrangement given our similar history as two former women's colleges. Matthew has been busy learning about the history of St Anne's and the documents which represent it. A major part of his role for the next few years will be to catalogue and conserve our archive material, protecting it for current and future generations of College members and researchers.

As if the changes in staffing were not enough, we also switched to a new library management system, Alma, over the Long Vacation. This was the culmination of a lengthy project led by the Bodleian Libraries to replace the software which sits behind the catalogue used by students, staff and the wider public to search Oxford's vast collection of information resources. It has been no mean feat to set up and implement

the new system to suit the varied ways in which around 100 libraries in Oxford function. The system governs all of the routine daily processes undertaken by library staff: from issuing and returning books, to ordering and cataloguing new acquisitions. We found ourselves spending large parts of the summer in training sessions at the Bodleian with colleagues from across Oxford's network of libraries re-learning how to do fundamental parts of our jobs, and wondering if we would ever become as proficient at using the new system as we were at using the old one! One term later and we are still getting used to Alma, but at least Michaelmas Term passed without any major issues, and our students have still been able to access the resources they need, barely noticing the changes going on in the background.

All in all, it has been a busy year - at times, a challenging one, but also an exciting one. Now as we start 2024 with a new team we are looking forward to exploring fresh ways of supporting our students, researchers and staff throughout the coming months.



Staff clockwise left to right: Matthew Chipping, Sally Speirs, Niall Sheekey, Clare White, Alice Shepherd. Photo taken in the ground floor reading room of the library in the Tim Gardam Building.

Sports at St Anne's

SPOTLIGHT ON

Amy Jenkins, St Anne's Boat Club cox

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

English Language and Literature.

Could you tell us a little about your background?

I went to a state school on the opposite edge of the Cotswolds to Oxford. I wasn't really involved in sport at school and mostly spent my time in the library...

You first encountered St Anne's through a work experience placement with the Library – can you tell us about that? What impression did it give you of St Anne's?

I first came to St Anne's on a work experience placement with the Library five years ago, and I still remember stepping through the gates and feeling like I'd entered another world of contemplative stillness and quiet purpose. The librarians, Clare and Sally in particular, were incredibly kind to me and the week began with them unlocking and showing me the oldest book held in the library and ended with Clare showing me a letter of recommendation for a former student written by J.R.R Tolkien while we were looking through the archives for old student records. I spent the week shelving books and dreaming about being a student. The library itself (particularly Hartland House), is one of the loveliest in Oxford, and though not as grand as the Radcam or Old Bod, the buildings themselves have a very friendly feeling to them. And I suppose the impression I was left with was that Anne's was a place where I felt a very strong sense of belonging. So when it came to apply to Oxford, the choice to apply here, was, in a sense, already made.

Since coming to St Anne's, you have been involved in sport – can you tell us about that?

I started rowing at the beginning of Michaelmas in my first year, and fell in love with coxing on a chilly November afternoon. It sounds strange but rising

before dawn to cycle down to the river and watch the sunrise from the water is one of my favourite things about Oxford. We've rowed in rain, snow and sunshine and although we train hard we also have a lot of fun along the way.

But, the high note of rowing at Oxford and the highlight of Trinity Term is of course Summer Eights. With thirteen crews in each division rowing at full speed, trying to catch and 'bump' the boat ahead while avoiding being caught by the boat behind, it is the most exciting form of racing possible, and almost entirely unique to Oxford. I was lucky enough to cox the Anne's/Hilda's composite crew for Eights Week last year, and I'm still so proud to have led them through such a fun week of hard-fought racing. The first women's boat meanwhile bumped into Division 1, which was a real cause for celebration across SABC.

What has been your experience of Oxford, St Anne's, and St Anne's sport as a whole since taking up your place?

I've really loved my time at Oxford, Anne's and SABC so far. My tutors have always been really supportive in helping us find and follow our interests and it's entirely down to them that I'm loving my degree so much: I'm taking Course II, which has allowed me to specialise in Medieval literature, covering a period that begins with the oldest existent writing in English in about 650 CE and ending in about 1550. At the moment I'm working on an essay on 'St Margaret, Medicine, Charms and Childbirth' that brings together a whole range of material including prose hagiography and medical literature, and next term I've the



Amy coxing the M1 for Summer Eights

opportunity to study Medieval Arabic lyric in translation which I'm very excited about.

The same is true about the boat club. And that too is one of the reasons I enjoy coxing so much. It's such a lovely mutually supportive group of people, and because we're on the water three times a week together, trying to move as one, the club is intensely and inherently community based.

What would you say to anyone interested in taking up rowing, or another sport, at St Anne's?

"There is nothing – absolutely nothing – half so much worth doing as simply messing about in boats".

It's one of the most famous quotes from *The Wind in the Willows*, and I've found it to be true: coxing, and the occasional bit of rowing, for Anne's has been among the most memorable and rewarding things about my time at Oxford so far.



Crew photo of the St Anne's/Hilda's Composite W2 (Amy centre).

SPOTLIGHT ON

The Endowment

The external and unpredicted shock of the pandemic revealed the importance of building up the College's financial stability for future years. Emerging from the pandemic and facing considerable inflationary pressures, our ongoing focus is on safeguarding the College's long-term financial stability and preserving its commitment to outstanding teaching and research, by seeking to grow the endowment. St Anne's is the fourth poorest Oxford College, in terms of wealth per student. By augmenting the College's resources and growing the endowment, we will be in a better position to navigate any future economic uncertainties, bolster our academic programmes, attract and retain exceptional talent, and maintain a vibrant learning environment that nurtures intellectual curiosity and fosters academic excellence.

The Development Office are working with alumnae, donors, and partners to explore ways to build the endowment. This in part by seeking endowment support for existing Tutorial Fellowships, academic posts and scholarships, student support, and other aspects of College life.

The St Anne's Uehiro Endowment of Future Generations

This year, we were able to launch The St Anne's Uehiro Endowment for Future Generations, a new fund which has been made possible by the generous support of The Uehiro Foundation on Ethics and Education.

The fund will offer opportunities to graduate students in Humanities subjects which focus on developing critical thinking, communication, and problem-solving skills, aiming to provide students with a well-rounded education. It will support doctoral students from the UK and overseas, providing much-needed financial assistance and helping people to grow in vital, but underfunded areas of scholarship.

The St Anne's Uehiro Endowment for Future Generations will also enable St Anne's College to fully endow the Tutorial Fellow in Asian and Middle Eastern Studies. Tutorial Fellowships in



History at St Anne's will also benefit from the funding, which will enable the College to further endow these posts. This will help to ensure the future security of Humanities subjects at St Anne's and represents an enormously welcome step forward in this area.

About The Uehiro Foundation on Ethics and Education

Founded in Japan in 1987, the Uehiro Foundation on Ethics and Education strives to enhance societal development by fostering academic research, educational initiatives, and socio-cultural activities centred around ethics. With a commitment spanning over two decades, the foundation has played a pivotal role in supporting multiple Oxford-based initiatives. It facilitated the creation of the Oxford Uehiro Chair for Practical Ethics in 2002, followed by the establishment of the Oxford Uehiro Centre for Practical Ethics a year later. Its association with St Anne's has also been lengthy. Our Uehiro Fellow and Tutor in Philosophy, Professor Roger Crisp, has worked closely with the Foundation and the College to further Professor Crisp's work and his role with the Centre.

St Anne's College wishes to express its deepest appreciation to The Uehiro Foundation on Ethics and Education

for its enduring commitment to the College. This is the next step in a continuing and blossoming friendship. This transformational support will help the College as we strive to achieve our aspiration to understand the world and change it for the better, as the home of choice for the brightest students from all backgrounds and in all disciplines.

“

The generous support from the Uehiro Foundation will enable graduate students to pursue their aspirations and make profound contributions in their respective fields. I am deeply grateful for the Foundation's unwavering commitment to philanthropy and its dedication to creating a positive impact. The belief and support extended by the Uehiro Foundation have touched my heart, and I am honoured to be a beneficiary of their invaluable assistance.”

Dr Ming Tak Ted Hui, St Anne's Tutorial Fellow in Asian and Middle Eastern Studies

Year in Japan

Dannan Bai

I first stumbled upon the Year in Japan scheme when searching for the language course reimbursement form on St Anne's website. The idea of combining two of my favourite things - living abroad and immersing myself in a new language - captivated me, and I made a mental note to apply someday.

In September 2022, seven of us embarked on this adventure to the outskirts of Fukuoka. The Japan University of Economics provided accommodation in their student hall along with Japanese courses. We helped with the afterschool at the Linden Hall primary school. Some of us embraced the joyful chaos of playing with the kindergarten kids in English. Memories of singing "row, row, row your boat" are as vivid as the kindergarten fire drill. Arriving at the kindergarten ten minutes before my lesson, I saw the headmaster holding a megaphone in her hand. As the fire alarm went off, all the three to five-year-olds evacuated to the playground in an orderly fashion and held a safety position. Their commitment to safety left a lasting impression and it offered a rare glimpse into why Japan is shaped the way it is today.

One of my highlights of the year was working part-time at a local café named Elephant Coffee. Yoshi, the owner, accepted me with my very broken Japanese in October. Had I gone to any other café or restaurant, my level of Japanese would not have been adequate for any kind of servicing job. Yoshi has quite an incredible life story, including having worked outside of Japan for several years, so he was able to correct me when I catastrophically misunderstood his instructions.

Though I had taken a basic Japanese course at the Oxford Language Centre in my first year and had a few online classes before the year, it was not until I tried to navigate everyday life in Japanese that the language's intricate nuances unfolded. Attempting to use Sonkeigo (the most polite form of speech) with Yoshi, I learned that it wasn't necessary, as he explained that Elephant Coffee is an intimate local café and not a multi-layered corporation.

We had four teachers for different aspects of Japanese language, each



contributing their unique flair, from strict Japanese etiquettes to colloquial Hakata dialect. Cultural excursions planned by JUE included pottery painting in Arita and experiences with traditional arts like kyogen and kabuki. Witnessing Japan's ability to preserve its rich heritage while fostering modern metropolises was truly amazing.

Living in Japan significantly enhanced my language skills through immersion. The room provided by JUE had a TV, and although it only had seven channels, I used it as a background soundtrack and clock. Gradually, I started picking up words and phrases. By April, I could take orders and serve customers at Elephant Coffee on my own.

Beyond language acquisition, the year was filled with exciting travels. Planning unique activities for everyone's birthday, we checked off sumo wrestling, hot spring trip, yatai experience, and karaoke. Longer trips during holidays took me to Yamaguchi and Shigoku, beautiful places not often visited by first-time visitors. I was also very lucky that I got to cheer for my dad's Tokyo Marathon in March and we went skiing in Hokkaido afterwards. Before I had to leave in July, I squeezed the last bit of time and climbed Mt Fuji as my final stop in Japan for a while.

Despite living in Japan for almost a year and achieving JLPT N2 by the end, I believe my understanding of Japan is still just the tip of the iceberg. Japan is a mesmerizing place, and I am grateful for the sneak peek provided by the Year in Japan Scheme.



Finances

The £2.3M surplus, before depreciation, in the accounts this year reflects both the return to normal (almost) after the protracted challenges of the years since the pandemic began, and a number of extraordinary items which really drove the surplus. Interest rate rises contributed to £747k of the surplus generated. Donations for specific projects and the endowment contributed just over £1,088k. A significant legacy to the student support fund contributed a further £563k, topped off by a £275k grant from the College Contributions Fund. Taken together these events were pretty much responsible for the surplus. Standard operations: tuition, domestic, conference business, visiting student fee income and donations to the student support fund, allowed College to break even over a rising cost base. It remains

vital that College is able to take the final steps to recover its conference business to pre Covid levels in the next two years.

Equally vital is the maintenance and growth of donation income.

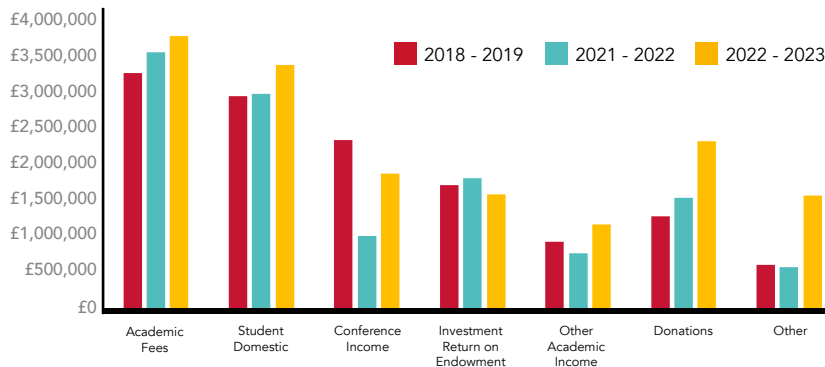
Surplus analysis



- Extraordinary income streams **£2,673k**
- Surplus **£2,961k**
- Business as usual income streams **£12,960k**
- Total costs **£12,672k**

Income vs last year

(and pre-Covid 18-19 for reference)



The College consolidated cash position increased by £913k to £25,164k, benefitting from net cash provided by operating activities of £1,038k.

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

	2022-23	2021-22
	£000	£000
Academic Fees	3,751	3,527
Student Domestic	3,359	2,955
Other Academic Income	1,175	778
Conference Income	1,869	1,019
Investment Return on Endowment	1,584	1,811
Other Income	1,315	351
Donations - Annual Fund	1,232	782
Donations - Other Academic Income	662	552
Donations - Buildings	385	111
Donations - Endowment	41	100
Research Income	233	227
Events & Sale of Merchandise	27	18
	15,633	12,231

Academic fees – 6% up as the student mix saw an increase in international students, where College gains a share of the increases in unregulated course fee income.

Student domestic – Student residence charges were increased to offset some of the inflationary cost pressures, whilst meal charges remained unchanged, despite increases in the cost of food, energy and staffing. The result was a 13% increase in domestic revenues, with a 20% increase in number of student meals served; the popularity of the Dining Hall re-emerged, surplanted the lone eating patterns which had developed during the pandemic.

Other academic income – is mostly made up of visiting student fees, along with buy out and external tuition income. A 65% increase in visiting student income reflects discretionary fee increases, and almost fully recovered headcount. The importance of this income stream in the achievement of a break even budget cannot be understated.

Conference Income – is well on the way to full recovery, from an all-time Covid low of £43k. This year's total was 80% higher than last year, up £853k, with another 20% to recover to achieve the 18/19 all-time high. Price increases have been consistently applied to cover the inflation suffered in delivery costs, and the order book is strong.

Investment return on endowment

– Total return on investments was deliberately reduced in this year, in a bid to maintain endowment drawdown at a sustainable rate. The interest income earned (see next) meant this was an affordable decision. This income makes a considerable contribution towards fellowship costs, and student awards and welfare, and will continue to grow as the campaign to increase donations to the endowment bears fruit.

Other income - £747k of the total income earned in this category in the year was interest income, generated by cash balances placed on deposits benefitting from substantially higher interest rates. Cash balances are held for payments due on the Bevington Road Project, course fees collected and ultimately due to the University, and operating reserves.

Donations – made up of Annual Fund, Buildings, Academic and Endowment

donations, increased by 50% on last year. The Bevington Road Regeneration Project received donations totalling £385k in the year, with a number of substantial pledges also received. The fundraising target is £5M. Of the £1,232k annual fund donations £642k was from legacies. Donations to the CPM and OCCT Research Centres made up £275k of the Other Academic Income donations, all of which are for restricted purposes.

Summarised Expenditure

	2022-23 £000	2021-22 £000
Tutorial Expenses	2,633	2,555
Domestic Support	2,571	2,260
Supplies & Services	2,199	1,489
Academic Administration	1,388	1,256
Buildings & Grounds	1,107	949
Professional Services	852	776
Interest Cost	709	432
Student Awards	684	577
Library	228	207
Donor Funded Projects	184	168
JCR/MCR	85	88
Other	32	32
	12,672	10,789

Tutorial Expenses - include teaching salaries and research allowances, admissions costs, student welfare and professional liability insurance. Up 3% overall; despite pay increases awarded to counteract inflationary pressures, there were fewer stipendiary lecturers and vacant JRF posts.

Domestic support - Includes the cost of domestic bursary staff, including the Bursar, catering, scouts, lodge, and

conference. Up £311k, 14%. College, recognising the struggles of its lower paid staff in a cost of living crisis, and with an overarching need to recruit and retain staff in a very tight employment market, opted to increase the lowest rates of pay in line with the 'Oxford Living Wage', being 95% of the London Real Living Wage. This led to a wide ranging pay differential upshift, benefitting more than 80% of all admin staff. Domestic payroll cost increase included recruitment to vacant permanent posts; the administration of the domestic departments, especially the conference department, were strengthened by strategic headcount increases.

Services & supplies - include the operational costs of the domestic bursary - catering, accommodation, utilities, IT infrastructure. Up 48% by £711k, heat and light inflation formed a massive 46% of the total cost increase here, with £331k additional cost of gas and electricity. There was a further increase of £182k on food and drink cost, where the budget was well controlled despite upwards of 20% food price inflation across a range of products.

Academic administration - Full cost of the academic office, treasury, human resources and nursery & IT staff. Up 11% affected by the differential pay referred to above.

Professional Services - include the cost of development officers. Also public and

employer insurances, legal costs, office costs, finance system and copier/printers. 10% increase in year.

Buildings & grounds - include the cost of maintenance staff and estate repairs, renewals and insurance, gardens, rent & rates. This represents a 17% increase in maintaining the fabric of the estate.

Interest - On the 40 year bond, repayable in 2059. Interest is fixed at 2.89%, with a final increase this year as the full annual cost of the £25M bond hit the accounts.

Student Awards - Bursaries, scholarships, prizes & grants made from endowed, restricted and unrestricted funds. 19% increase in the year as more scholarships, bursaries, travel grants and hardship grants were awarded to students.

Library - Cost of stocking and staffing the College library, expenditure increased by 10%.

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 Centre for Comparative Criticism & Translation.

JCR & MCR - Support for student bodies & college sport saw a slight decrease as reserves were used up.

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 15-20, with the full accounts and notes on pages 31-59.

*2023 Statement Of Recommended Practice adjustments made up of: pension deficit decrease £695k; investment management costs £201k; £30k gain on investments; increase in holiday pay provision £52k.

* 2022 Statement Of Recommended Practice adjustments made up of: pension deficit increase £1787k; investment management costs £203k; £296k loss on investments; reduction in holiday pay provision -£50k.

	2022-23 £000	2021-22 £000
Income shown	15,633	12,231
Endowment redeemed capital	(473)	(750)
SORP Income	15,160	11,482
Expenditure shown	12,672	10,789
Add depreciation	1,134	1,247
SORP adjustments*	(475)	2,235
SORP expenditure & gains/losses	13,331	14,271
SORP (loss) / surplus	1,829	(2,789)

Development and alumnae relations

Our ongoing focus is keeping the St Anne's Community connected in various ways, whilst safeguarding the College's immediate and long-term financial stability through fundraising. Our aim is to preserve our commitment to outstanding teaching and research, as well as ensuring we can provide for our students who need it most.

Given the continuing pressure for many families and individuals brought about by the cost of living crisis, we are increasingly seeing families no longer able to support their children whilst at University. As a result, and combined with the fact that the increases in student loans have not kept up with the

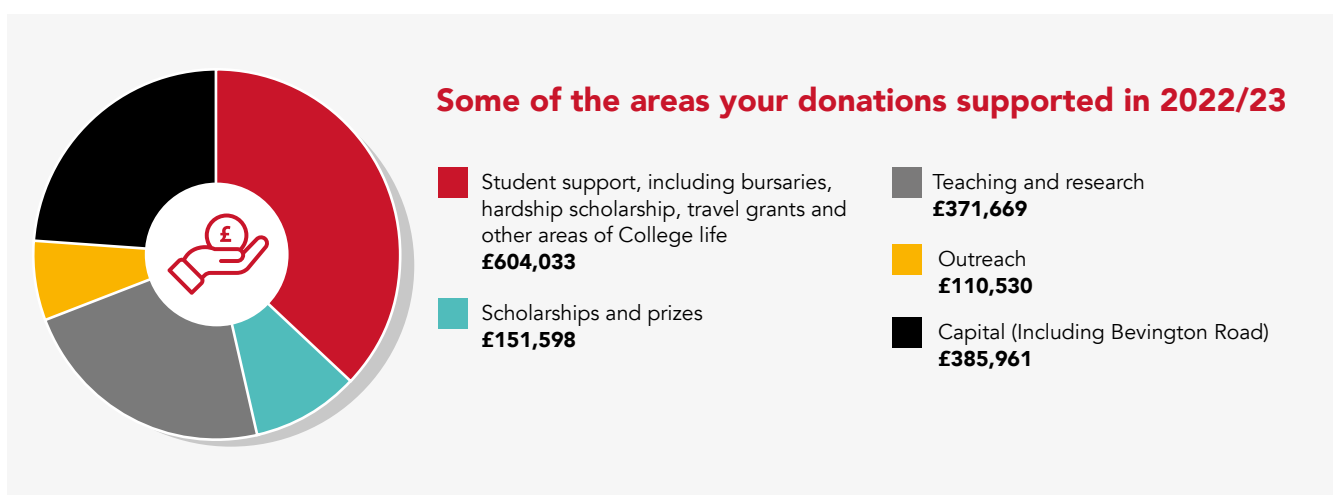
rate of inflation, demand for hardship funding, as well as welfare support and additional educational support, has increased.

In the year 2022/23, we raised around £2.27m from 1,266 donors. Support from our alumnae, donors and friends in so many forms, not only through donations, helps us to do all we can to effectively navigate economic uncertainties, bolster our academic programmes, attract and retain exceptional talent, and maintain a vibrant learning environment that nurtures intellectual curiosity and fosters academic excellence. This report collects testimonials from

students for whom your generosity and the generosity of others has made a significant difference and helped them prepare for life after graduation.

We hope you will enjoy discovering how great an impact your support has made across multiple areas of College life.

Thank you.



Key Projects

Student Support

Student support covers funding for the tutorial education that is so central to the College education as well as other key areas across the College such as, bursaries, hardship funds, graduate scholarships, essential student welfare services, new books, and subsidies for our sports clubs and societies.

“

University is expensive; Oxford is no exception. This bursary has prevented me running out of money, so has made a massive difference to me ensuring I am not at a disadvantage, helping me to meet the increasing costs of an Oxford education. I have been able to purchase textbooks needed for my subject and meet further expenses to maintain my studies. A small part of the bursary allowed me to go to my first ball, this allowed me to do something I wouldn't have been able to do otherwise. My bursary allowed me to meet the cost of printing academic commentary to help advance my critical thinking on what the law should be. This has valuably allowed me to succeed in my studies, especially Constitutional and Contract law.”

Robert Bond (2021, Jurisprudence)

Outreach

In the last few years, we have tried to ensure that our outreach programme offers both depth and breadth – i.e. we want to ensure that we make contact with as many potential students as possible, but also that we offer really meaningful support to those that have the most potential, but are the most disadvantaged. Our sustained contact Aim for Oxford programme continues to thrive, alongside other initiatives in our link regions.

Working with schools in the North East, we had at least 2,895 student interactions in 31 schools, from inbound and outbound school visits alone, but interacted with many more through our work in the Oxford for North East Consortium (a partnership between St Anne's, Trinity and Christ Church colleges). With them we ran a North East residential during our June open days, where St Anne's alone hosted 21 students.



In August, we then also hosted the Aim For Oxford residential programme in conjunction with Trinity and Christ Church, welcoming 46 participants from a wider group of 64 students from 32 different schools across the North East. Of the participants, 14 have gone on to make Oxford applications.

Our current JCR Access Rep, Isabella Hickman, had an unconventional time at school which has increased her desire to encourage students of all backgrounds to apply to Oxford.

"I went to state grammar school, but did one of my A-Levels online due to health conditions, so I am very keen to make sure nobody is put off applying to Oxford because of having an unusual educational experience. I am also a Crankstart scholar, meaning I am part of a community of students from backgrounds less often represented at Oxford. Before becoming Access Rep, I volunteered as an ambassador for St Anne's, giving college tours and answering questions from students and teachers about the college and university.

This was such a valuable experience in speaking to students and addressing concerns that they have,



and really inspired me to be part of the ongoing Aim for Outreach programme and the wider Outreach programme at St Anne's. I really believe in the importance of opening up Oxford to anybody, regardless of their background. My current role involves working with the outreach department to help spread information and advice to potential applicants and ensuring that St Anne's is doing everything we can to encourage students to apply, regardless of their background. I had such a wonderful first year and I want to help as many different students as possible to have the opportunity to apply to Oxford."

Regeneration of Bevington Road (2023 – 2025)

You may be aware that the regeneration of Bevington Road, St Anne's largest capital project to date, began in July 2023.

The Bevington Road houses require urgent regeneration due to their poor condition and outdated facilities, making it a matter of necessity rather than choice. The project aims to enhance the accommodation, increase

the number of rooms from 70 to 82, and incorporate sustainable and environmentally friendly features.

This will provide safe, comfortable, and modern living spaces for students at St Anne's, fostering a strong sense of community and belonging. Building work will be finished in time for students to move back in October 2025.



We want to leave a lasting impact on the physical infrastructure of the college, cut running costs, reduce our carbon footprint, increase income generation opportunities and make a substantial difference to our students for generations to come.

Regenerating the houses will require significant funding so the Development Office, working together with alumnae, donors, and partners, are seeking philanthropic support towards the campaign.

Donors to the campaign will have a unique opportunity to support the project through various recognition and naming opportunities – a house, kitchen, bedroom for example. Over £2.8m has already been raised, with many alumnae excited about the opportunity to put their name on parts of the houses which hold very special memories for many.

You can follow the progress of the project on our microsite: www.transformingbevingtonroad.co.uk

Graduate Support

Last year we launched a new Graduate Support Fund to help support the vibrant MCR community at St Anne's. The Graduate Support Fund supports Graduate Development Scholarships (GDSs), scholarships in general, hardship, travel grants, research grants and the St Anne's Academic Review (STAAR).

In 2022/2023 St Anne's (GDS) scheme supported 17 doctoral students in 16 different subjects

Funding for graduate students can be difficult to source, which is why bursaries for graduates can make such a significant difference to students such as Lise Cazzoli, former MCR President.

“

Coming to Oxford has changed my life in so many ways, and I cannot express how grateful I am to the donors who are contributing to St Anne's bursary programmes. Coming from a working class background and as the first person to attend university in my family, pursuing a DPhil in Oxford seemed frankly unaffordable when I started. I am self-funded and depend on two loans to cover my tuition fees, and I have a casual job to cover my living expenses, but living in Oxford is expensive and the bursary has certainly helped with these expenses (books, accommodation, food...). I am so glad I'm studying at St Anne's; everyone here is lovely and the college staff has been very helpful. They have been very supportive this year when I got diagnosed with ADHD. I was also extremely fortunate to serve as St Anne's MCR president, which is how I met so many of my friends and why St Anne's is my second family.”

Lise Cazzoli (DPhil, International Development)

Welfare

The Student Welfare team continues to work incredibly hard to support the mental and physical wellbeing of our students. Our Dean of Welfare, Rachel Busby, says:

“An Oxford degree can be a stressful experience, which is why we take such care to offer varied and tailored Welfare provision to our students. In the past year, the top recorded presenting needs were: exam-related stress/anxiety, harassment, general anxiety, study-related stress and anxiety and discussing assessment or strategies for managing with neurodevelopmental needs (predominantly Autism and ADHD). Due to the number of students I and my colleagues have met with undiagnosed or diagnosed neurodivergent conditions, I have been looking for a means to learn more about Autism in particular, and how to optimise communication and support

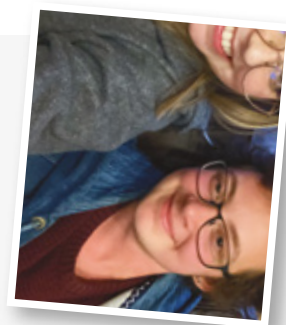
methods for these students. To this end, the team has undertaken training to help us better support these students. We are working hard to ensure we can continue to offer students safe spaces in which to talk, and ongoing support, with no waiting times, but we need your help to continue to be able to do this.”

Our JCR Welfare Reps, Daisy and Luca, commented:

“We are committed to representing students in all issues concerning welfare. We want to create a culture where resting, exploring extra-curricular interests and taking time for ourselves is prioritised alongside our studies. A key part to success at university is asking for help when it is needed—inside and outside the academic sphere. As welfare reps, we want to promote a sense of community throughout college,

especially this year as more people will be living off-site due to the Bevington Road regeneration, and it is important that they have a solid framework to support them. We've organised arts sessions, welfare walks, the ever-popular welfare teas and more. As just one part of the broader college welfare team, we're able to direct students to the right place, whether that be a counsellor, a nurse, a harassment advisor, or the Dean of Welfare. Welfare reps like us are also eligible to receive Peer Support training funded by St Anne's to help us become more confident in supporting other students.”

In 2022/23 the Welfare Team had 234 contacts with 84 students



Support of St Anne's from Legacy Giving

None of the activity detailed here would have been possible without donations to College. As a Registered Charity, St Anne's is also fortunate to benefit from gifts left to us in Wills, or legacies.

In 2022/23 we received over £642,494 in legacy gifts

“

The Library was grateful to receive a donation in memory of alumna Susan McIvor (née Revill, matriculated 1961) to fund a project to catalogue part of its antiquarian book collection. Over a third of the Library's rare books, and in particular the majority of the collection published before 1810, did not have records in Oxford's shared online library catalogue. This lack of information created a barrier to researchers being able to discover useful books in the antiquarian collection at St Anne's. Thanks to the donation we were able to employ a cataloguer with expertise in antiquarian books to work on the collection as a project. We now have detailed catalogue records for most of the collection and have already been able to use these to find interesting examples of early printed texts to use in hands-on classes in the Library with our English students, as well as in exhibitions and talks for alumnae and members of the College. Donations such as these make a huge difference to the Library in enabling us to carry out additional projects which improve our collections and reading rooms for current students, and protect them for future generations.”

Clare White, College Librarian

St Anne's Community and Giving Week

We held our first Community Week and Giving Day in 2019. The Community and Giving Week celebrates how everyone connected with the College can come together to help and support each other and have fun. Since then, and thanks to your participation in many ways, we have gone from strength to strength. Our sixth Community Week will run from 4th – 10th March, and will focus on our Bevington Road regeneration, alongside the other key strategic priorities detailed above. During the Week we hope to celebrate and bring together the many people that make the College what it is today, while raising much needed

funds to support our current and future students. We hope you can help us achieve this by sharing our social media posts; joining us for one or more of the online events and/or supporting some of the campaigns.

If you have been thinking about donating to St Anne's, the Giving Day is an excellent time to do this, as we often have a few key donors who provide matched funding, which can make your donation go further. Please look out for more information in your emails and our social media accounts over the coming weeks.

Careers

Our wonderful community of alumnae and friends 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. 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. 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 see so many of you in College over the past year, particularly at the very well-attended Gaudy in September 2023. We also ran a very successful 1980s decade reunion, bringing together old friends and new! In 2024, we are particularly looking forward

to our pre-1970 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.

Thank you

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 ALUMNAE:

Ernesto Ocampo

(MSc Computer Science, 2015)

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

I grew up in a seaside village in Uruguay, where I went to a small local school and then took my undergrad in Informatics Engineering at Universidad Católica del Uruguay (Catholic University of Uruguay). "Undergrad" may be the best translation we have, but it's a 5 year, very comprehensive and competitive course. I devoted the next few years to working on a family startup, then for a large consultancy company developing software and managing projects, plus working on the side as a Teaching Assistant at my home University in the evenings for extra income and experience. This formed the foundation, both financial and professional, that allowed me to take a chance at Oxford later. It was not for lack of job offers, as open positions in Uruguay's growing software industry vastly outnumber available professionals, that I decided to apply. It was my urge to expand my knowledge, to find deeper challenges, to explore the most advanced topics, that led me to try an application to Oxford University's MSc Computer Science. After a long and rigorous process, and to my absolute surprise and awe, I was offered a place. It was an opportunity I could not ignore - one of those that only comes once in a lifetime, if at all. From a financial standpoint, it was not an easy decision. I had not been granted a scholarship (there were barely any available for overseas students) and my lifetime savings - I was then aged 29 - could just about cover the fees and living costs. I'd give it all up and I'd risk any prospect of financial certainty. I credit my dad for giving me the final encouragement I needed to see it was a bet worth taking. Oxford did deliver on all fronts: demanded the full extent of my abilities, offered countless challenges, put me in an environment where the development of intellectuality is the norm, and advanced my capacities to the next order of magnitude. To my relief, and in part, surprise, it seems that I did deliver too and came on the good side of the bet. At the time I did not have a large number of elements to base my choice of college on, but I had read that the library support at St Anne's was

outstanding. Indeed it was, as well as so much more.

What made you want to get involved with the Young Stanners Society and stay connected with college?

Oxford, and by extension, St Anne's, is a very special place: when you meet anyone at random you have a fairly high chance of having come across an outstanding, brilliant human being. Stanners, young and not-so-young, are no different. I saw this as an opportunity to connect with some wonderful people - and to support a society that promotes these network opportunities.

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

Not infrequently, the key moments, the turning points in life come about as a result of serendipitous, unplanned interactions that may have presented unsuspected ideas, sparked unknown interest, or confronted our views with a different perspective. Of course, most of the time, we are not having life-changing moments, but staying open to them and appreciating the opportunity of connection is hugely important. This is an immensely valuable network, come and take part.

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

After I completed my MSc in 2016, I took roles as a software engineer for Genomics England, then Genomics PLC at Oxford, helping geneticists and data scientists scale up their models to analyse and draw insights from DNA. Later, in 2019, I joined Google. At present, I'm a Senior Software Engineer for Google Research working on confidential computing. I'm still based in the Oxford area.



St Anne's Society (formerly known as the Association of Senior Members, or ASM) is an alumnae-led 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.

Our **Young Stanners Society** brings together St Anne's students who have graduated within the last 10 years. The Society helps these most recent alumnae stay in touch with their friends and peers, as well as providing specific events, networking opportunities and communications. The Young Stanners Society complements the work and events held by the College and our wider St Anne's Society (SAS)

To find out more, visit our website: <https://www.st-annes.ox.ac.uk/alumnae/the-young-stanners-society/>

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. Susan Doering (1972) is a regular supporter of our careers opportunities, as well as being involved in the London Branch of the SAS.

Dr Susan Doering

(Modern Languages, 1972)

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

I grew up in Greater London and loved foreign languages and literature and theatre. My teachers at Grammar School encourage me to apply for Oxbridge, but it was an old friend of the family who suggested St Anne's as a friendly college - and they were right!

What made you want to get involved with the SAS and reconnect with St Anne's?

I lived and worked abroad for many years and when I returned to the UK it was natural to reconnect with College through the London Branch of SAS. I enjoyed the events and the group members and was subsequently co-opted onto the committee. Now, as a full committee member I am involved in the planning and organising of events which take place 4-5 times a year. During Covid I founded the online book group, which is still going strong!

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

The London Branch is primarily a social and support network. It's a very good community with interesting members, so the conversations are always stimulating. For me it has been a wonderful way of connecting with St Anne's alumnae, to take part in events which offer an insight into London that one might otherwise not have known about, or go to concerts, and sometimes get answers about all sorts of things. As a network there's a wealth of knowledge there to be tapped! All St Anne's students automatically become members of the SAS when they graduate, and my advice would be to contact your local branch and get active.

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

When I went down from Oxford, I took up a scholarship to the university of Vienna, Austria, to pursue further studies which led to a PhD in German and Comparative Literature. I then taught there for several years. After leaving the academic path to bring



up my two sons I began a new career as a consultant facilitator and career coach for international organisations, including United Nations organisations. I obtained a coaching diploma and have coached hundreds of people on career and personal development. In February this year, Routledge published my book: *Smart Career Moves for Smart Women. How to Succeed in Career Transitions.*

You have kindly offered your time to support us with careers sessions and advice. What is the main piece of advice you would give to current students?

Be aware of the world around you. Gather as much information as possible. Consider where you would like to take your talents and your passion.

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

The careers sessions are a really valuable initiative. Graduates nowadays need to understand what employers are looking for in addition to what they themselves are intensely interested in. Careers sessions offer an opportunity to learn about what a profession is really like and to learn how they match up.

Community and Giving Week 2024



St Anne's sixth Community Week is due to take place from 4 - 10 March.

We hope to bring together as many people as possible from the St Anne's Community 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 go towards the redevelopment of Bevington Road, as well as towards student support, hardship and outreach. We will send more information about this closer to the time, but if you would like to donate to college now, please visit <https://www.st-annes.ox.ac.uk/alumnae/giving-back/>

Community Week and Giving Day Events

As part of Community Week we will be holding a number of events, including an exciting panel discussion on the history, past and present of the NHS.

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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