

Equality, Diversity & Inclusion Report 24/25



St Anne's College

As a community, we respect, promote and celebrate difference; diversity of people, their ideas, and accomplishments are a rich source of learning for us all.

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FOREWORD BY THE PRINCIPAL

This yearly report shares the latest data we have available and updates you on our work to strengthen equality and diversity at St Anne's College.

In 2024/25 St Anne's College continued to build on previous work documented in earlier Equality Reports to progress the Governing Body's 2018 ambition to be "a diverse and inclusive community contributing to the University's vision to lead the world in education and research and securing the College's legacy and future." We continue to celebrate and remember with pride the pioneering women and men whose legacy we enjoy, including individuals such as Merze Tate, the first African-American woman to study at Oxford, Michael Dillon, the first trans man to undergo surgery and hormone therapy, and Mākereti Papakura, the first indigenous woman to study at Oxford, who was awarded a posthumous degree in April 2025. We were delighted to host members of Mākereti's family and visitors from New Zealand for celebrations in the College on that special occasion. We have also continued to work closely with all members of College who are striving to ensure that everyone can thrive and make the most of their talents, as a valued part of the St Anne's community.

I am proud of the way the inclusive ethos of the College has weathered the complexities of world conflicts and political differences over this reporting period. Being able to discuss difficult issues while remaining respectful and sensitive to those with different views or life experiences is an essential part of University and College life but is not easy to navigate. Our belief that differences are a rich source of learning for us all remains a core tenet of College life.

Our priorities for EDI work include playing our part in implementing the EDI priorities of the University, reflected in its Equality, Diversity and Inclusion Strategic Plan 2024-2027 – *Everyone Belongs*. In Hilary term 2025 the Equal Opportunities Committee chose specific priorities under the sections on *Our Culture* and *Our Diversity* of the University EDI Strategic plan to focus on. These include: preventing bullying and harassment through training, policies and awareness, providing learning and development and support around EDI for staff and students, progressing LGBTQ+ inclusion initiatives, enhance disability support and accessibility provision, and ensuring our recruitment practices are accessible and inclusive, that we have consistent and compliant data collection methods to improve the quality of our demographic data, and that there is diversity of perspective in our decision making bodies. That work and the progress that has been made is reflected in this report.

I must add here my thanks to all who have contributed to this aspect of the College's work, including Jules Parkin-Morse, our HR and welfare team staff, the Equality Fellow and other members of our EO Committee, including, of course, all the JCR and MCR equality strand representatives.

Helen King
Principal

INTRODUCTION – ST ANNE’S COLLEGE

Since its founding, St Anne’s College has always been about widening access to an Oxford Education. It uniquely allowed women from the UK and many other countries to study at Oxford, whilst living more flexibly and affordably at home or in lodgings across the city

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

St Anne’s College is pleased to publish this annual summary of equality monitoring. We recognise that, in order to deliver quality teaching and support the infrastructure associated with this, staff need to be representative of the diverse communities to whom we provide a service.

The College has an Equal Opportunities Committee consisting of College Officers, Fellows and Students and meet at twice a term. Monitoring the data enables the College to examine trends, identify key issues and explore future action as well as monitoring progress against Action plans.

The scope of data contained within this report relates to the academic community (stipendiary and non-stipendiary), support staff, and graduate and postgraduate students.

The report has been prepared by the Human Resources Manager with input from the Academic Office, and has been approved by the Governing Body.

The report meets the requirement under the Public Sector Equality Duty to publish information on how the College is working to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

The characteristics protected under the Act and covered by the Duty are: age; disability; gender reassignment; pregnancy and maternity; ethnicity; religion and belief; sex (gender) and sexual orientation. (For marriage and civil partnerships, public bodies are required to demonstrate due regard to the need to eliminate unlawful discrimination in employment.)

This report considers age, disability, ethnicity, gender, religion and belief, and pregnancy and maternity for academic and support staff. Data for undergraduate and postgraduate students relates to disability, ethnicity and gender.

EQUAL OPPORTUNITIES POLICY - Statement of Policy

St Anne's College welcomes diversity amongst its students, staff and visitors, recognising the particular contributions to the achievement of the College's aims that can be made by individuals from a wide range of backgrounds and experiences.

In relation to staff, the policy and practice of the College require that all staff are afforded equal opportunities within employment and that entry into employment with the College and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. In all cases, ability to perform the job is the primary consideration. In accordance with statutory provisions, we provide equal opportunities and are committed to the principle of equality regardless of race, age, disability, sex, sexual orientation, gender reassignment, marriage and civil partnership, religion and belief or pregnancy and maternity.

In relation to students the College aims to provide education of excellent quality at undergraduate and postgraduate level for students, whatever their background. In pursuit of this aim, the College is committed to using its reasonable endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice.



PUBLIC SECTOR EQUALITY DUTY

The College is subject to the public sector equality duty, which is intended to promote equality for all. The College will publish sufficient information to demonstrate its compliance with the public sector equality duty in line with the timescales set out in legislation.

Legal Context

The Equality Act 2010 introduced the concept of the Public Sector Equality Duty which came into force in April 2011. Its aim was to encourage public bodies to positively promote equality, not merely avoid discrimination.

Under the duty, the College must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not; and
3. Foster good relations between people who share a protected characteristic and those who do not.

Having "due regard" means consciously considering the three aims above as part of its decision-making processes and when it is reviewing or developing policies.

PREVENT Policy statement

The Counter-Terrorism and Security Act 2015 imposes a duty on the College to have 'due regard to the need to prevent people from being drawn into terrorism'. This is called the 'PREVENT' duty.

In recognising its legal obligations toward Her Majesty's Government's policy on PREVENT, St Anne's College, noting where the risk of individuals being drawn into terrorism is judged to be low, has adopted policies that are proportionate and risk-based and which remain subject to, and do not undermine, existing rights including under the Education (No 2) Act 1986, the Human Rights Act 1998, the Equality Act 2010 and data protection legislation.

The Governing Body wishes to ensure that it is understood by all key Individuals, and by the College community as a whole, that principles of free expression, academic freedom, autonomy, confidentiality, privacy, data protection and equality of rights, according to law, provide the overarching context within which the PREVENT duty is considered. The PREVENT duty must be implemented in a manner that is proportionate and positively secures and protects those rights.

The College PREVENT policy is implemented in accordance with the appropriate statutory requirements and full account is taken of all available guidance and in particular any other relevant College policies, codes of practice and statements. The policy and risk assessment are reviewed annually in Michaelmas Term by the Governing Body to satisfy itself that the duty, and the principles outlined above are implemented appropriately.

Our Ambition

We aspire to understand the world and change it for the better

At St Anne's, our ambition is to create a diverse and inclusive community that will contribute to the University's vision to lead the world in education and research. We build on the powerful legacy of our predecessors and alumnae to achieve our values, which are to be:

- Forward-looking & outward-facing
- Diverse & multidisciplinary
- Ambitious & down-to-earth
- Independent & collaborative
- Rigorous & supportive

We do this through the combined efforts of all our people: students, alumnae, fellows, and staff all work together to make St Anne's the College it is today.

Our Values

St Anne's is a modern, forward-looking, outward facing, intellectually ambitious college. Our academic objectives are the foundation of everything we do. We promote academic excellence through the research, publications and collaboration of our Fellows. We pass on that learning through support for our post-graduate students and the teaching of our undergraduates.

The College was founded to further intellectual emancipation, first defined in terms of gender, now pursued more widely. We seek to give opportunities, solely on the basis of academic potential, to students from a wide range of social and cultural backgrounds, including those who might otherwise be discouraged from coming to Oxford. Through their achievements, we seek to foster intellectual emancipation in our wider society.

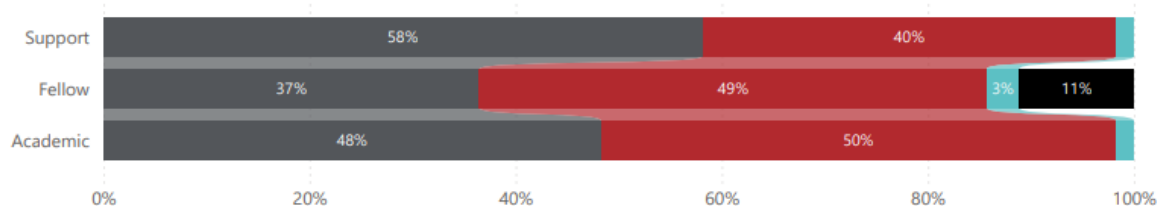
Our Staff Diversity

Gender

	<i>All staff 2025</i>	<i>Support</i>	<i>Fellows</i>	<i>Academic</i>	<i>Total</i>
Female		68	23	28	115
Male		47	31	29	110
Non-Binary		2	2	1	5
Prefer not to say/No data		0	7	0	7
Total		117	63	58	238

Gender

Gender ● Female ● Male ● Non Binary ● Prefer not to say/ no data

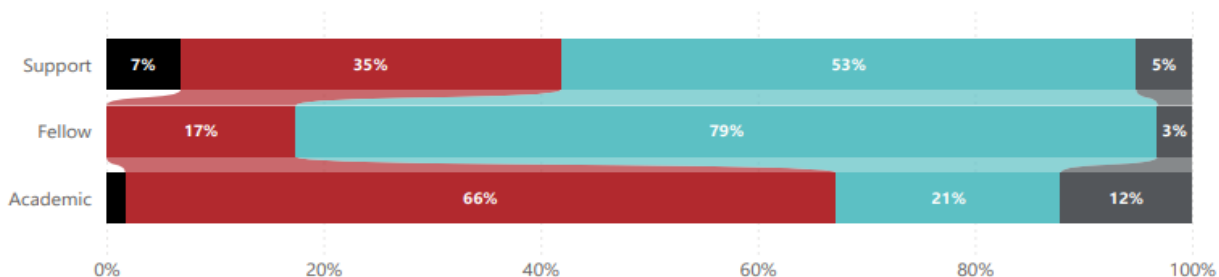


Age

	<i>All staff 2025</i>	<i>Support</i>	<i>Fellows</i>	<i>Academic</i>	<i>Total</i>
18-24		8	0	1	9
25-44		41	11	38	90
45-64		63	48	10	124
65+		5	2	7	15
Total		117	63	58	238

Age Group

Age ● 18-24 ● 25-44 ● 45-64 ● 65+

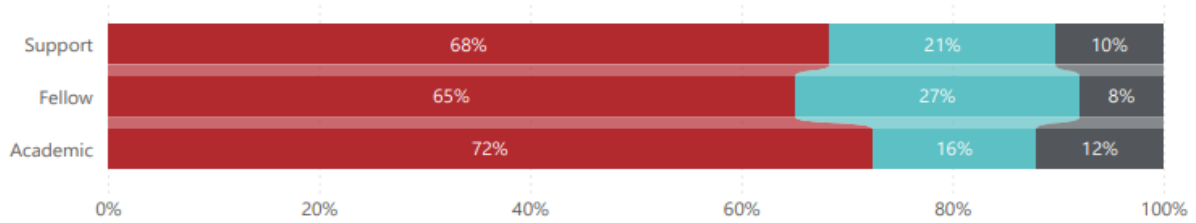


Disability

	<i>All staff 2025</i>	<i>Support</i>	<i>Fellows</i>	<i>Academic</i>	<i>Total</i>
Yes		12	5	7	24
No		80	41	42	163
No data/prefer not to say		25	17	9	51
Total		117	63	58	238

Disability

Disability ● No ● Prefer not to say/ no data ● Yes

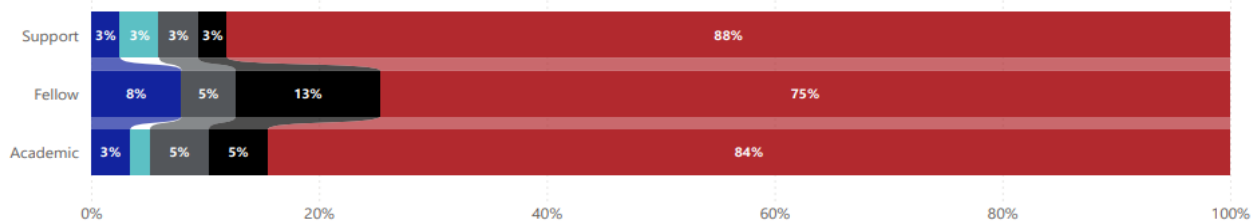


Ethnicity

All staff 2025	Support	Fellows	Academic	Total
White	103	47	44	199
Black/ Caribbean/ African	4	0	1	5
Asian/Indian	3	5	2	10
Other mixed background	4	3	3	10
Prefer not to say/no data	3	8	3	14
Total	117	63	58	238

Ethnicity

Ethnic Origin ● Asian/ Indian ● Black/ Carribbean/ African ● Other mixed background ● Prefer not to say/ no data ● White

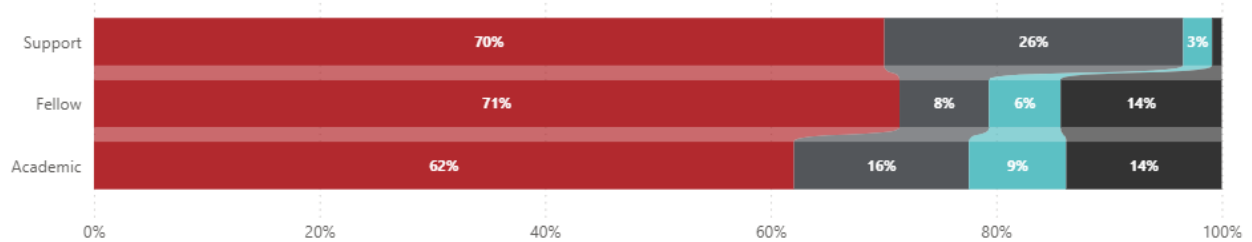


Nationality

All staff 2025	Support	Fellows	Academic	Total
British	82	45	36	163
European	31	5	9	45
Rest of the World	1	4	5	12
No data	3	4	5	18
Total	117	63	58	238

Nationality

Nationality ● British ● European ● No Data ● Rest of the word



Our Student Diversity - by Programme type - December 2024

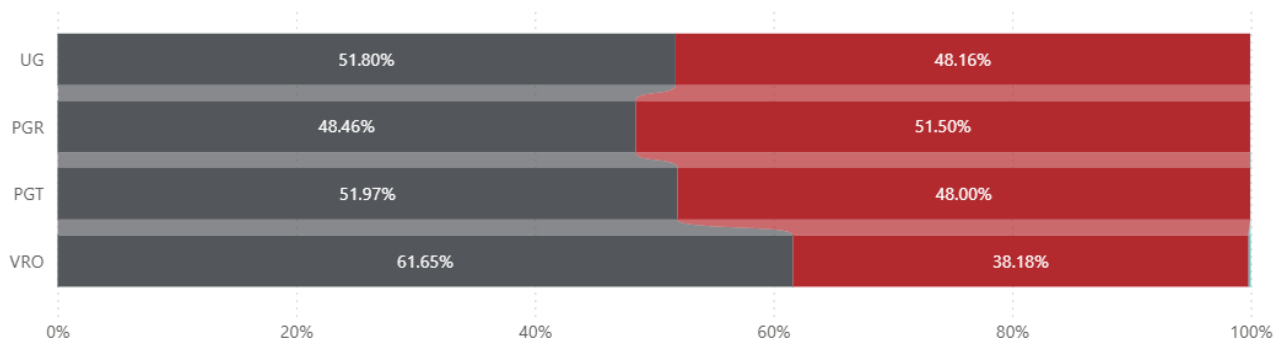
Gender – St Anne’s v’s Oxford University

Gender

<i>All University 2024</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
Female	3561	3275	6411	352	13599
Male	3784	3025	5960	218	12987
Other	3	2	1	1	7
<i>Unknown</i>			4		4
Total	7348	6302	12376	571	26597

All University Gender 2024

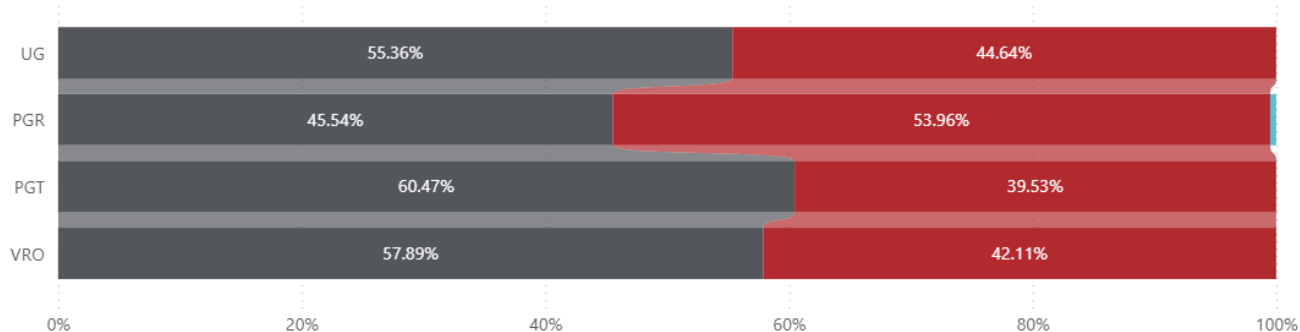
● Female ● Male ● Other



<i>St Anne's College 2024</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
Female	92	78	253	22	451
Male	109	51	204	16	373
Other	1				1
Total	202	129	457	37	825

St Anne's College Gender 2024

● Female ● Male ● Other

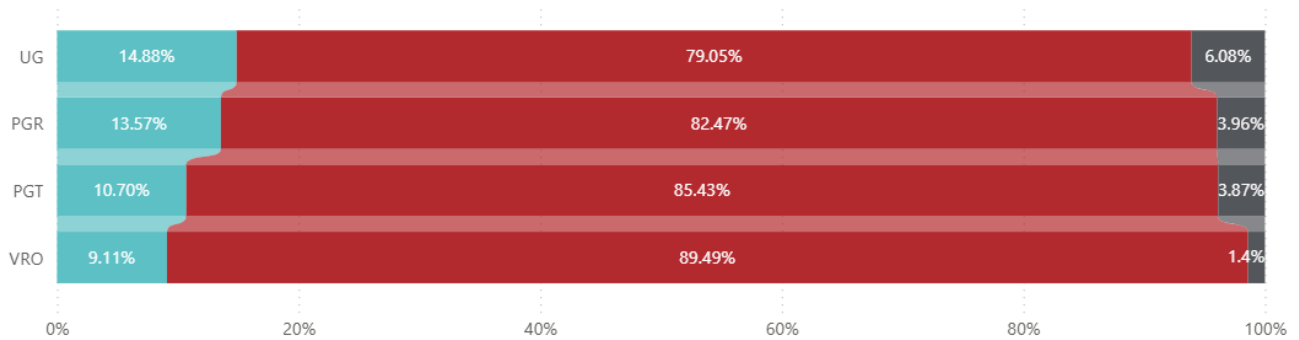


Disability

<i>All University 2024</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
No known Disability	6060	5384	9783	511	21738
SpLD	291	244	752	8	1295
Other	997	674	1841	52	3564
Total	7348	6302	12376	571	26597

All University Disability 2024

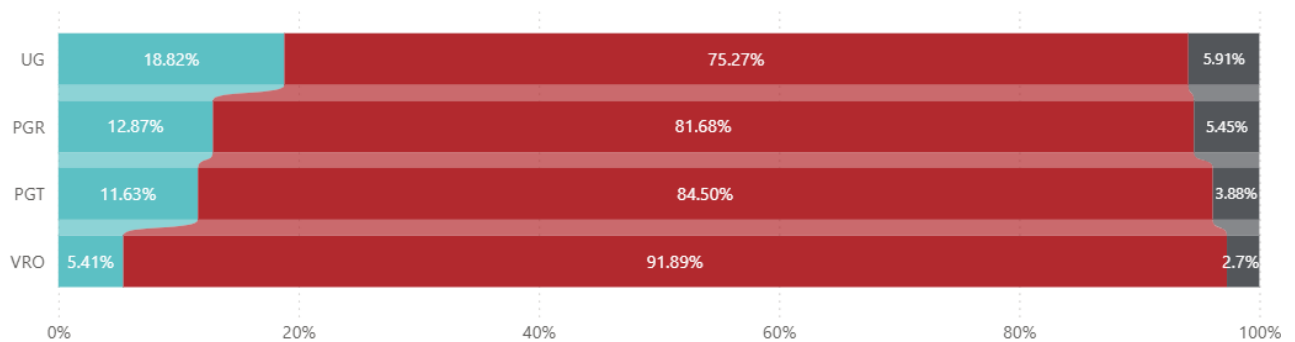
● Other ● No known Disability ● SpLD



<i>St Anne's College 2024</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
No known Disability	165	109	344	34	652
SpLD	11	5	27	1	44
Other	26	15	86	2	129
Total	202	129	457	37	861

St Anne's College Disability 2024

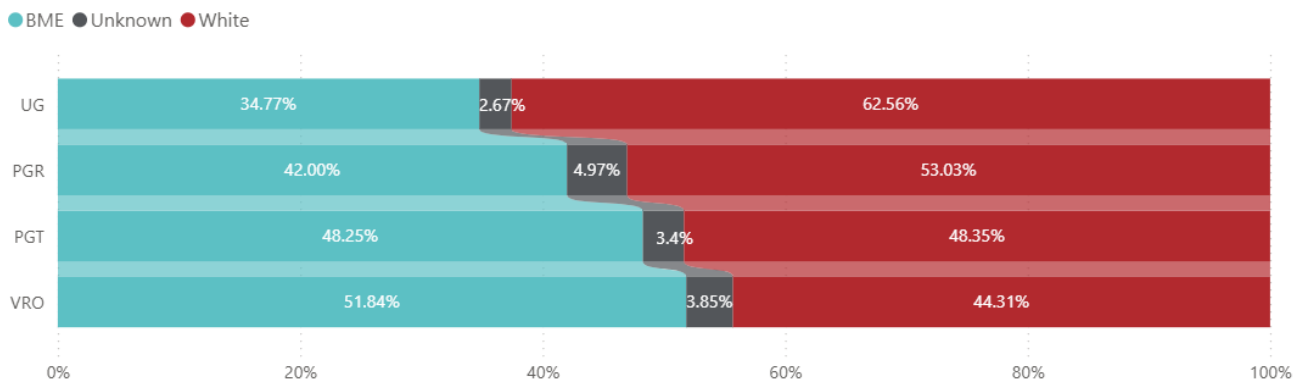
● Other ● No known Disability ● SpLD



Ethnicity

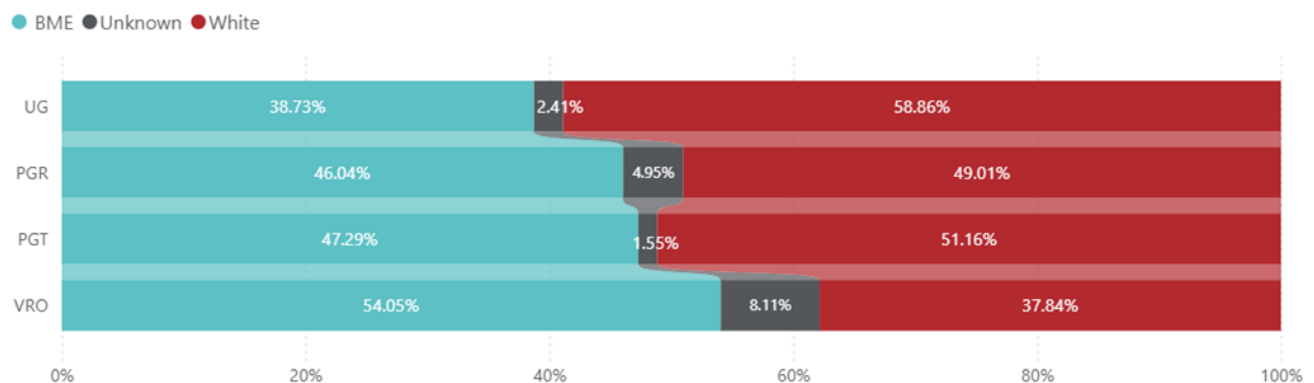
All University 2024	PGR	PGT	UG	VRO	Total
BME	3086	3041	4303	296	10726
White	3897	3047	7743	253	14940
Unknown	365	214	330	22	931
Total	7348	6302	12376	571	26597

All University Ethnicity 2024



St Anne's College 2024	PGR	PGT	UG	VRO	Total
BME	93	61	177	20	351
White	99	66	269	14	448
Unknown	10	2	11	3	26
Total	202	129	457	37	825

St Anne's College Ethnicity 2024



A more detailed breakdown of student ethnicity can be found in <https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate-students/current/ethnicity>

Gender Pay Gap Reporting 2025

Requirement to publish gender pay gap figures under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

St Anne’s College has calculated these figures using the ACAS (and Conference of Colleges) guidelines under the private, voluntary and public sector employer’s category with a snapshot date of 5th April 2025. These figures are based on a total of 273 employees (129 male and 144 female).

We continue to encourage women to apply for roles when they arise and are working with the University Departments to ensure this occurs for joint academic appointments. The College has been making steps to address the gender imbalance on Governing Body and have seen a few successes in this area in the past.

We have an equality driven agenda for the College which aims to improve all aspects of equality and diversity through our vision and strategy. St Anne’s is one of the largest Oxford Colleges and we remain committed to diversity and inclusion.

1. Hourly rate

% difference in male and female pay on a mean and median basis	
Mean	16.05%
Median	14.07%

A positive measure indicates the extent to which women earn, on average, less per hour than their male counterparts. A negative measure indicates the extent to which women earn, on average, more per hour than their male counterparts. Due to the large number of Casuals, we have on an ongoing basis both Academic and non-Academic, the percentages can vary significantly year on year.

2. Bonus payments

No bonus payments were made in the period.

3. Quartiles

% of male and female in each pay quartile

Quartile	No. of Men	No. of Woman	No. in the band	% Male	% Female
Lower	60	39	69	44%	56%
Lower Middle	26	42	68	38%	62%
Upper Middle	37	31	68	54%	46%
Upper	36	32	68	53%	47%

The two upper quartiles remain relatively close.



Student Activities

Each term the students focus on topical events to promote diversity and inclusion, some are outlined below. Open to all to get involved.



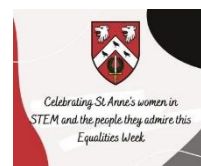
Welfare teas across the protected characterises are very popular and a great way to meet new people

A range of 'Pink week' activities supporting Women's cancer charities



Themed movie nights that showcase diversity. A great social event for promoting and celebrating differences

Expert Speaker events sharing their knowledge and experiences to promote Women

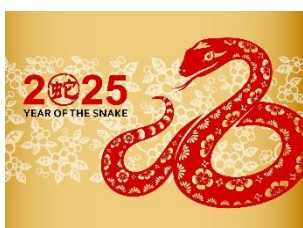


Events championing disabilities visible and non-visible as well as raising awareness for greater support

Fostering a vibrant LGBTQIA+ community and welcoming environment, through weekly gatherings for the LGBTQIA+ community in college, collaborative events with other colleges and termly, University-wide gatherings at St. Annes



Celebrating cultures food events whilst respecting religion and traditions.



St Anne's Library



As a resource at the heart of St Anne's, the Library supports the equality and diversity aims of the College through the services it provides to members of St Anne's, and through the promotion of its collections.

The Library offers a range of assistive equipment to support users with disabilities, including coloured acetate sheets for reading through, book rests, handheld and free-standing magnifiers, a laptop stand for use on top of a desk, and two mechanical fully height-adjustable desks. We also have noise-cancelling headphones and a range of fidget toys for students to use in the Library. The Library liaises with the College Disability Officer to ensure that additional arrangements are put in place (for example, fetching books) for any student who needs them.

The Library provides a scanning service, click and collect service, and offers postal loans for students studying remotely. All students can use these services, and they particularly help students who find it more difficult to use the Library due to disability or for mental health reasons.

The Library holds an extensive collection of approximately 100,000 volumes covering a broad range of subjects. Over the last few years a substantial number of titles have been added covering gender, diversity, and disability in response to a greater focus on these topics both within the teaching curriculum and within the general interest of students and staff.

Displays, exhibitions and blogs are regularly created to highlight new acquisitions, specific aspects of the collection, and to showcase material in the College Archives. Over the course of 2024-25 the Library displayed material from the collections supporting and advocating for equality and diversity in conjunction with the following events:

- Black History Month (October 2024, 2025)
- Trans Awareness Week (November 2024)
- LGBT+ History Month (February 2025)
- International Women's Day (March 2025)
- Pride Month (June 2025)
- UK Disability History Month (November – December 2024, 2025)

We also create online "bookshelves" to aid accessibility and to complement the physical displays of both our new acquisitions and themed displays.

<https://www.st-annes.ox.ac.uk/life-here/library/virtual-book-displays/>

<https://www.st-annes.ox.ac.uk/life-here/library/new-books/>

The most recent post to be added to the Library Blog celebrates the life of alumna Mākereti Papakura, the first known indigenous woman to study at Oxford: <https://www.st-annes.ox.ac.uk/life-here/library/blog/makereti-papakura-a-maori-first/>

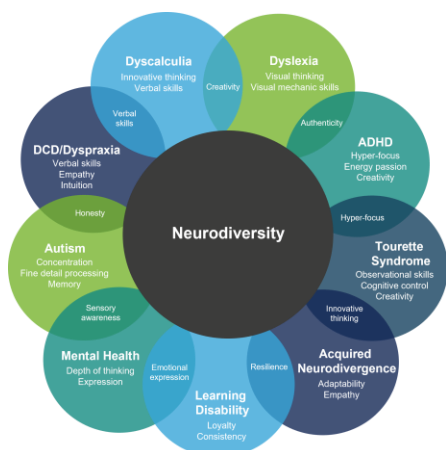
An exhibition of archive material relating to Mākereti was on display in the Library in September and October to coincide with the degree ceremony where Mākereti was posthumously awarded the degree of MPhil in Anthropology, 95 years after she died unexpectedly a few weeks before she was due to present her thesis.



Disability

The Dean of Welfare, College Nurse, and Disability Coordinator work closely together to support our students. The Disability Coordinator also works with the Admissions team and the Estates Office to keep improving accessibility across the College.

Recent updates include adding power-assisted doors to Staircase 6 in the RDB, including access to a student room, and installing power-assisted doors on the ground floor of the Tim Gardam Library.



During the early planning stages of the Bevington Road project, the Architects spent time with the Disability Coordinator going through a detailed “wish list” of accessibility needs. These covered wheelchair access, support for neurodivergent students, and considerations for those with less visible mobility issues. As a result, 6 Bevington Rd now features a fully accessible bedroom and kitchen for a wheelchair user, and the colours and textures throughout the houses were chosen with our neurodiverse community in mind.

We’ve also made other improvements around the College, such as adding a ramp at 50 Woodstock Road. We continue to work with Estates on a wider list of adjustments to make the site more accessible.

The Kitchen staff work regularly to support students with dietary requirements, and the wider catering team is very supportive of any student who may need additional assistance.

We also work with the Librarians to offer individual library inductions tailored to students’ needs.



Outreach and Access

St Anne's College has always been committed to ensuring the brightest and most ambitious students from all backgrounds can access an Oxford education. We believe that difference should be respected, promoted and celebrated; diversity of people, their ideas and accomplishments are a rich source of learning for all.

In 2024-25 the Outreach team worked with 9,500 students (up 15.8% comparative to 2023-24), engaging with 215 individual schools (similar to last year). The majority of our events (71%) were held with schools from our link regions in the North East, Hillingdon, and Southwark. 2,784 students attended visits to the College (an 84% increase on 2023-24) and representing 31.9% of students involved in our activities, and 4,080 students were engaged through visits to their schools (a 13% decrease on last year), representing 41.5% of students involved in our activities. An increase in our online offering reached a 16% increase on last year; an estimated 2,318 individuals.

In 2024-25 we developed an online Super-Curricular programme, with sessions recorded and follow up material now hosted on our website <https://www.st-annes.ox.ac.uk/study-here/undergraduate/outreach/students/st-annes-super-curricular-club/>. Similarly, we expanded our super-curricular offering through our collaboration with St Catherine's and Mansfield Colleges on our Women and Non-Binary People in STEM series. Both the Super-Curricular programme and the WNBSTEM programme will grow this year, with the latter receiving input from several new colleges (with Magdalen, Oriel, University, and St Hilda's joining the programme this year) and will be rebranded as Bright Matter. This online provision allows us greater flexibility in delivering content to individual students across the country, and then using more specific access criteria when selecting students to attend events such as our Taster Day for Women and Non-Binary People in STEM.

In 2024-25 we recruited for our sixth cohort of Aim for Oxford students. We received 316 applications, with 258 of these actually eligible (resident in the North East of England). We used a series of metrics to aid our shortlisting of applicants, which were based on measures of socio-economic deprivation, prior academic achievement as well as measures of personal disadvantage, including any qualitative factors disclosed in their application. 205 applicants had 5 or more 7s at GCSE, and 63 of these were shortlisted. Based on extenuating circumstances or personal criteria, four were shortlisted with a lower grade profile and may find an application for the Astrophoria Foundation Year more suitable, but would still benefit from the Aim for Oxford programme. 55.81% of applicants expressed an interest in science subjects at university, and 55.22% of shortlisted applicants had a preference for sciences subjects. 71.64% were eligible for Free School Meals, 77.61% came from ACORN 4, 5 or 6 postcodes (the highest socio-economic deprivation), and 50.54% were from IMD categories 1 and 2. Shortlisted applicants represented 26 schools across the region. Students from the previous cohort attended the August residential, with exceptionally positive feedback, they loved the residential and found it incredibly useful and engaging. 100% of students saying that they are fairly likely, very likely, or definitely applying to University in the next year. 74% of students said they were likely to apply to the University of Oxford.

Our 2023-24 cohort received support through the application process and were invited to attend collaborative Oxford-Cambridge online interview workshops specifically for North East students. Of the 58 participants who completed the full programme, 27 are known to have applied to Oxford, 1 to Cambridge, and 1 for the Oxford Foundation Year. 17 were shortlisted (65.38% of applicants) and 7 received offers (26.92% success rate, 41.18% of shortlisted applicants). Offer Holders were invited to an

in-region Offer Holder Event in March, as well as College-specific events where applicable. We are looking forward to seeing them in Oxford this year, and all have been invited to the annual North East Welcome Event we hold in Michaelmas Term.

We have been able to capture a small snapshot of the characteristics of the young people with whom we work through post-visit feedback forms. Most of these have been completed by students from our London link regions, who more typically attend visits in person to the college. 23% of young people were eligible for Free School Meals, 33% were First Generation to Higher Education, and 5% have been in Local Authority Care or are Young Carers. This year students in IMD Quintiles 1 or 2 (the most deprived postcodes in the country) comprised 51% of our visitors. This is a small snapshot of the students we have worked with in the past year, however it gives an indication of our ongoing commitment to working with groups currently under-represented at the University of Oxford.

Foundation Year Programme

The University of Oxford's Astrophoria Foundation Year is a one-year fully-funded foundation programme for UK state school students with significant academic potential, who have experienced severe personal disadvantage and/or disrupted education, which has resulted in them being unable to apply for an Oxford undergraduate degree programme directly.

The Programme enables motivated students to reach their academic potential through a supportive and challenging academic course aimed at developing their skills and knowledge, self-belief and academic confidence.

St Anne's is proud to be one of the current 11 Colleges within the University that is participating in this programme. The College welcomed its first four students for the 2023/2024 academic year, five for the 2024/25 programme, and is currently hosting two students for the third year of the programme.

