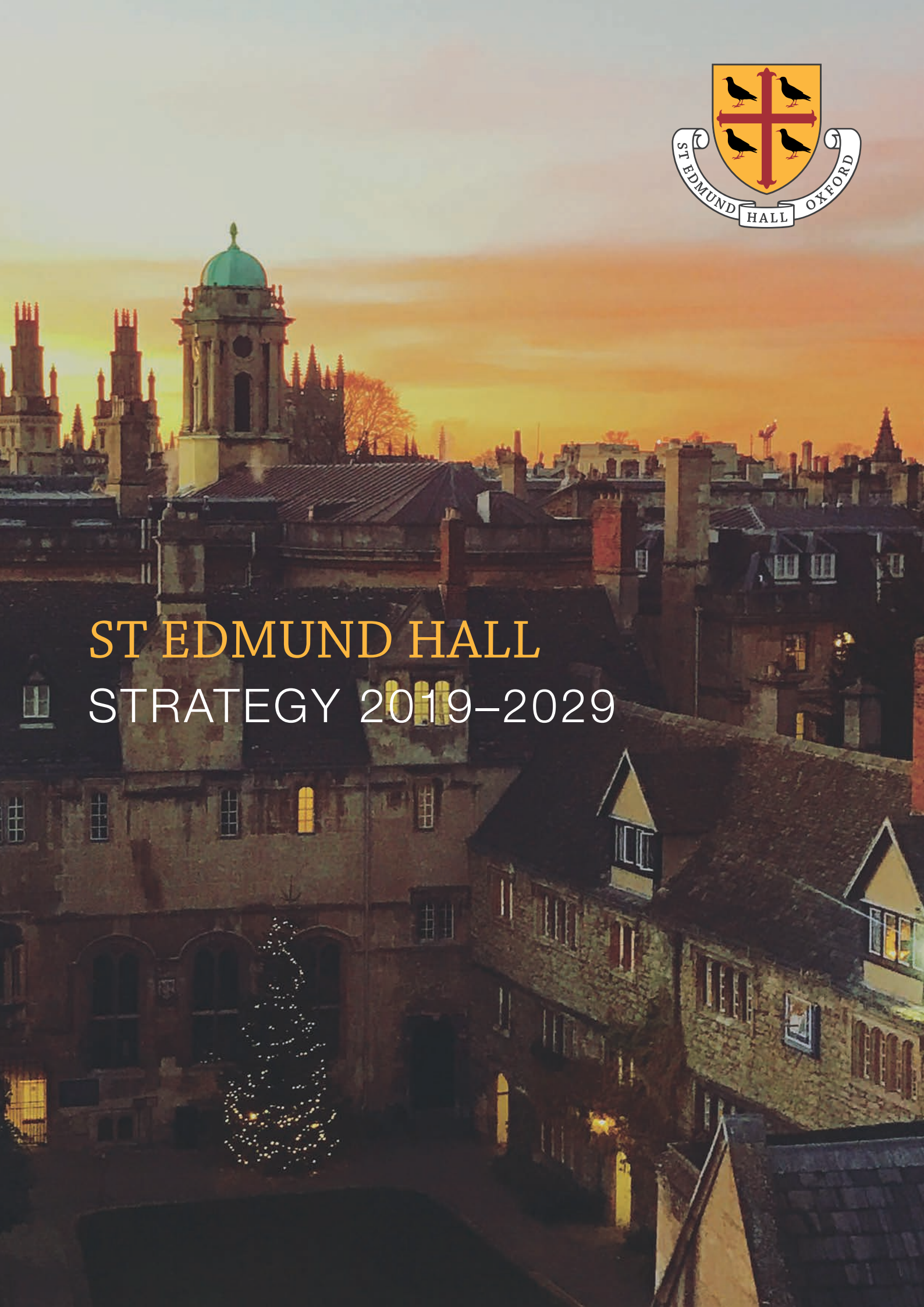




ST EDMUND HALL STRATEGY 2019–2029





The Vice-Principal and students in
Front Quad, c.1860

Foreword

I have watched Teddy Hall (St Edmund Hall) grow in numbers and in esteem over this period of 16 years. It is one of Oxford University's best-known colleges, not only for its academic achievements, but also for its successes in sport and other activities.

I am delighted that this excellent strategy document sets out the college's determination to underline the relationship between teaching and research. I am sure that this is important to add to the excitement of a really testing learning experience.

Related to this, the college, like others, is building bridges so that those with outstanding undergraduate records can move more easily into teaching and research posts.

The importance of widening access is very much in line with the aim of the University, to ensure that Oxford is as socially inclusive as possible, without ever compromising the rigorous standards of a University which has recently, for the 4th year running, come top of the global rankings.

I am sure that raising the quality of student accommodation will also be very welcome to present and future members of the college.

This admirable statement of the college's objectives will clearly generate support and I look forward to seeing the Hall grow from strength to strength in years to come.



The Rt Hon Lord Patten of Barnes CH
Chancellor, University of Oxford
Visitor, St Edmund Hall
September 2019

The importance of widening access is very much in line with the aim of the University, to ensure that Oxford is as socially inclusive as possible, without ever compromising the rigorous standards of a University which has recently, for the 4th year running, come top of the global rankings.



Private Arms
of the College

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From the past to the future

St Edmund Hall is one of the oldest university educational establishments in the world and has provided an exceptional environment for teaching and research for over 750 years. In this time, the Hall has grown from a small establishment of around 15–20 students with three Fellows, to today's 750 students with over 70 Fellows.

Yet over this time, our core goals have remained remarkably similar: *to promote the advancement of university education, learning and research as a college in the University of Oxford (including maintaining its historic buildings and other patrimony, and pastoral care of its students).*¹

Although the core goals of the Hall have remained relatively constant through time, external pressures have not. Even a brief glance through the college archives reveals times in the Hall's history of reflection and redirection of activities to create resilience to external pressures – and the present time is no exception. We are today in uncertain times in terms of funding for tertiary education, UK/EU politics, climate change and other environmental challenges.

In light of these current challenges, we need to examine our systems and structures to ensure that we are an organisation that can move through these times and come out even stronger. We need to find ways to guarantee that increased funding pressures do not deter the best students from accessing our education because of their ability to pay. We need to remain an internationally focused organisation, where barriers to entry are not influenced by changes in political boundaries.

Furthermore, we need to be able to provide facilities for teaching, research and accommodation in buildings that are sustainable, and mitigate against current and future climate change and other environmental issues.

As the current custodians of the Hall, these are the questions that the Governing Body has been addressing. We have looked at five key areas: i) education and research; ii) access, equality and diversity; iii) culture; iv) estates; and v) finance. For each of these, we have asked what do we need to do for the Hall to remain true to its objectives, resilient to external pressures, and able to provide an exceptional life-long education and experience for all who pass through its gates?

This document sets out the results of these discussions and consultations with other academics, staff, students and alumni. It presents our vision and proposed actions to achieve enhancement of the Hall over the next decade. Our ultimate aim is to ensure that this historic and inspiring institution is fit for purpose for at least another 750 years.



Professor Katherine J. Willis, CBE
Principal
September 2019

Our ultimate aim is to ensure that this historic and inspiring institution is fit for purpose for at least another 750 years.

¹ From the St Edmund Hall Statute I: The Constitution of the College
<https://www.seh.ox.ac.uk/asset/Statutes-of-St-Edmund-Hall.pdf>



Education and research

Vision: A college where excellent teaching and research co-exist in a stimulating intellectual environment.

Throughout its history, education and research have been intricately linked at the Hall, along with an understanding that outstanding teaching is informed by research. At St Edmund Hall, we currently offer 30 degree subjects for study at undergraduate level (Figure 1) and have graduate students enrolled on 192 different courses.² The teaching for many of these subjects, particularly for undergraduates, is led by our subject tutors, many of whom are also internationally recognised research leaders.



English tutorial in St Edmund Hall, 2018

30

degree subjects
studied at
undergraduate
level

192

different courses
studied at
graduate level

396

Undergraduates

296

Postgraduates

40

Visiting
students

² Data as at 1/12/18



Figure 1: Undergraduate student numbers by course and division for the 2018-19 academic year

This close link between teaching and research is an incredibly important part of what makes a college education unique – yet, as in most colleges, this relationship is under constant threat at St Edmund Hall. A standard academic year sees in excess of 6,500 hours of tutorial teaching provided by our academic staff.³ However, academics are increasingly judged on research output alone, with ever greater pressures on individuals to publish and obtain grant income. There is a danger that as Tutors trade off tutorial teaching time with research in departments, the activities that are critical for creating a unique teaching–research environment and enhancing subject cohesiveness in the Hall will be lost. There is a further concern that this tension may directly impact on the number of student applications from excellent candidates to study at the Hall and on their academic performance while they are here.

Reducing the administrative load on subject tutors is therefore critical to achieving much of the above.

Looking forwards, we therefore need to ensure that a close link between teaching and research is enhanced and supported across all disciplines in the Hall. We need to facilitate a research culture within the college that builds a community which is strongly engaged with the range of intellectual activities across the college.

We also need to increase visibility of the research activities of the college, for example by giving inspiring research talks at departmental and college open days and on school outreach visits. Steps have already been made towards this aim, with the inaugural Access Hall Areas event being held in the college in 2019 as a means of showcasing our research and ‘Hall spirit’ to the wider Oxford community, and the growth of the *Centre for the Creative Brain*, which brings together students and academics from a wide range of disciplines, providing an opportunity for discussion and dialogue. There should also be greater focus on communication of our research activities via digital media and other web-based platforms.

Our aim by 2030 is to attract outstanding first-choice students inspired by our teaching–research culture. Moreover, we aim to develop a system which provides data-driven analysis of their progress through the Hall to ensure that each individual student is supported throughout their time to achieve their best academic outcome. We also intend to add greater flexibility into the teaching–research system. For example, we will establish adjustable quotas on subjects/numbers and, as a result, when the number of good applications in a given cohort is low, we will take fewer and/or increase the numbers in another subject area.

In the longer term, we should aim to develop a principles-based, long-term strategy for subject mix to consider the ‘ideal’ for the college in terms of subject coherence and synergy over a horizon of more than ten years.

To achieve these aims, we propose to undertake the following actions:

1. build an Early Career Teaching and Research Fellowship (ECTRF) programme, with ECTR Fellows appointed to help provide academic teaching and support activities in all main subject areas offered by the college;
2. set up a defined annual programme for each subject cohort (which spans from undergraduates and postgraduates to postdoctoral researchers, Tutors, Professorial Fellows and Emeritus Fellows), with a designated budget to include activities such as subject dinners, evening talks, project presentations, career and mentoring sessions;
3. create a graduate teaching fund to enable St Edmund Hall graduate students to help mentor and provide academic support to our undergraduates;
4. develop a systematic, data-driven approach to assess each student’s progress from school exams through to graduation so that there is better understanding of their trajectory and the support they require in order to achieve their best academic outcome;
5. increase the external visibility of our research activities through research weekends, Teddy Talks, seminars, *Access Hall Areas* college open events, and web-based blogs and research videos; and
6. establish an annual programme of regular interdisciplinary seminars in the college in order to create a stimulating intellectual culture with synergies and coherence between different academic disciplines.

³ Data as at 09/08/2019. Collated from the Oxkort tutorial reporting system.



A St Edmund Hall College Lecturer talks about his research at the *Access Hall Areas* event in May 2019



'Neuroscience of Dance' during the *Centre for the Creative Brain* event in February 2019

Access, equality and diversity

Vision: A college where inclusivity, equality and diversity are understood, recognised and celebrated across the community and where there are no invisible barriers to entry or to students reaching their full potential.

St Edmund Hall is home to a diverse and vibrant academic community, with students, tutors and non-academic staff from over 72 countries (Figure 2).

However, when compared to other Oxford colleges we are currently close to the bottom of the league table for numbers of BAME (Black, Asian and Minority Ethnic) students, those from low socio-economic backgrounds, and/or those with a physical disability. This is not a position that we want to be in. Over the past few years, we have put considerable money and effort into building a strong outreach focus,

which has seen improvements in the proportion of students being accepted from under-represented groups when compared against acceptances across the University (Figures 3–6). But there is still a considerable amount of work to do in order for the Hall to be a welcoming place to work for a wide and diverse range of not only students, but also staff and academics.

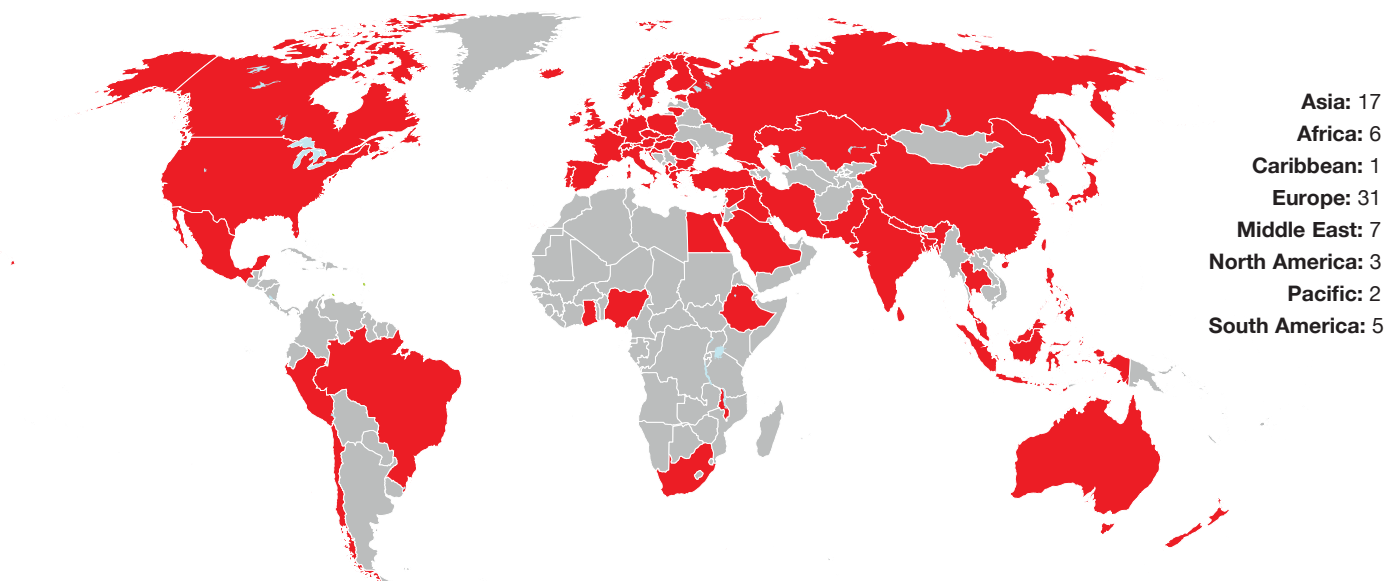
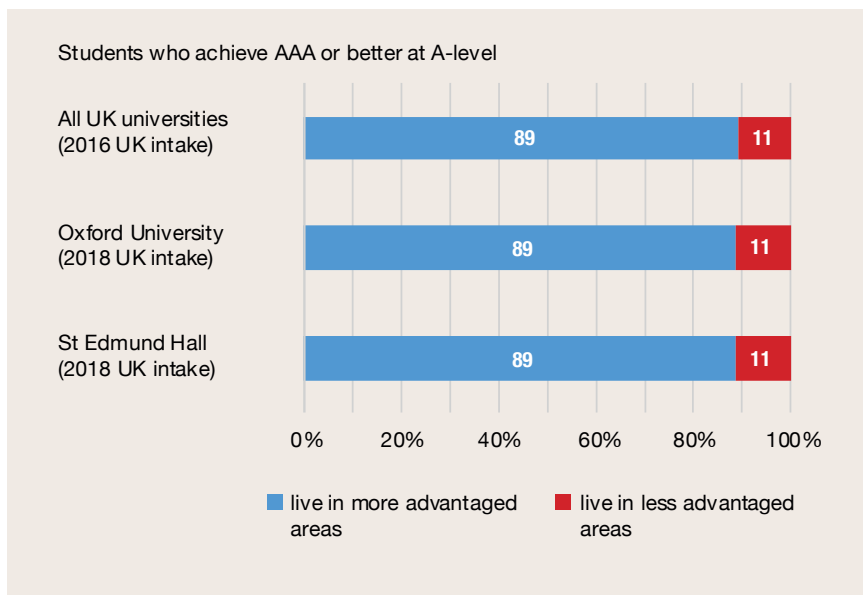


Figure 2: The home countries of the St Edmund Hall student body in 2018–19 (highlighted in red)



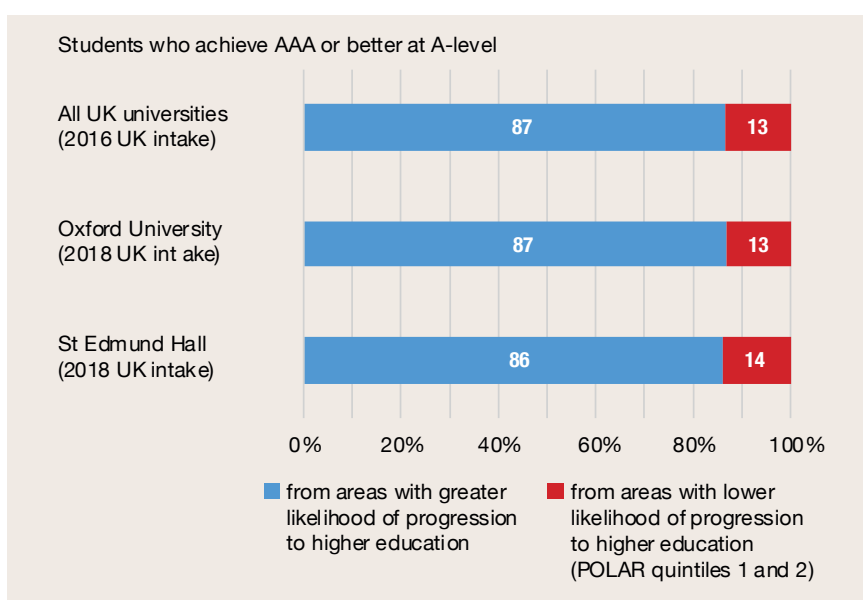
ACORN is a postcode-based tool that categorises the UK's population by level of socio-economic advantage. ACORN uses a range of data – such as accommodation type, household income, population density and lifestyle habits – to produce estimates of the characteristics of each individual household and postcode (see Figure 3).

Figure 3: Student comparison across ACORN categories; St Edmund Hall versus Oxford University and UK universities⁴



POLAR is a postcode-based tool that measures how likely young people are to participate in higher education based on where they live. POLAR quintiles are calculated by dividing the number of young people in local areas who enter higher education aged 18 or 19 by the overall young population in those areas. POLAR quintiles 1 and 2 represent around 13% of UK students achieving three A grades or better at A-level at UK universities (see Figure 4).

Figure 4: Student comparison across POLAR quintiles; St Edmund Hall versus Oxford University and UK universities⁵

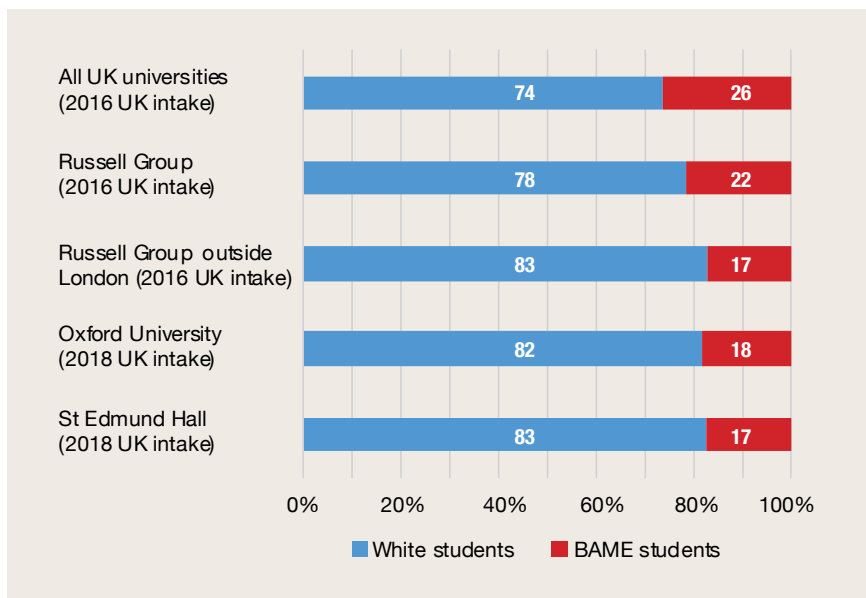


4 Most recent available national data cover the 2016 intake: defined as first-year, first-degree, UK-domiciled undergraduate students, academic year 2016/17. AAA+ pool includes equivalent Scottish qualifications. The statistics exclude those whose ACORN status is not known. Excludes Type 34 from ACORN category 4 – Type 34 appears in 'other ACORN categories'.

5 Most recent available national data covers 2016 intake: defined as first-year, first-degree, UK-domiciled undergraduate students, academic year 2016/17. AAA+ pool includes equivalent Scottish qualifications. Excludes those whose POLAR status is not known.

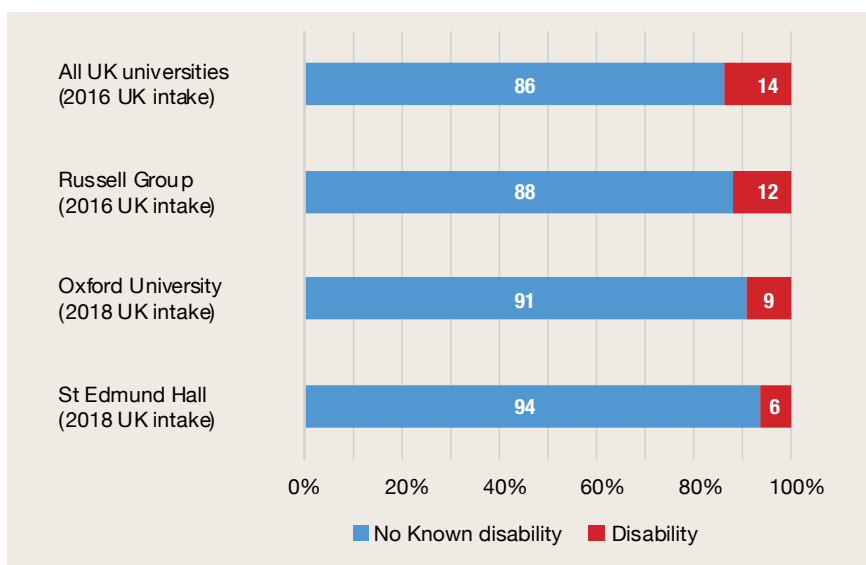
Ethnicity refers to the ethnic origin of UK students, as declared on the UCAS application (Figure 5). Our data include only those applicants who have indicated their ethnicity (94% of our applicants). UK-domiciled Black, Asian and Minority Ethnic (BAME) students include those who indicate in their UCAS application that they identify as Black (including African, Caribbean and other Black background), Asian (including Bangladeshi, Indian, Pakistani, Chinese and other Asian background), Mixed Heritage, or any other ethnicity except White.

Figure 5: Comparing BAME student intake across UK universities versus St Edmund Hall and other UK universities⁶



Disability data in this report (Figure 6) refer to disabilities that students have declared on their UCAS application. Despite recent improvement in the diversity of applicants and intake, we need to attract more students from traditionally under-represented groups to apply to the Hall as their first choice. The applications for 2019 entry to the college saw only 45.5% of prospective undergraduates submitting a direct application, versus 54.5% open applications – in comparison to the University average of 82.9% direct applications and 17.1% open applications.

Figure 6: Comparing intake of students with declared disabilities across UK Universities versus St Edmund Hall and other UK universities⁷

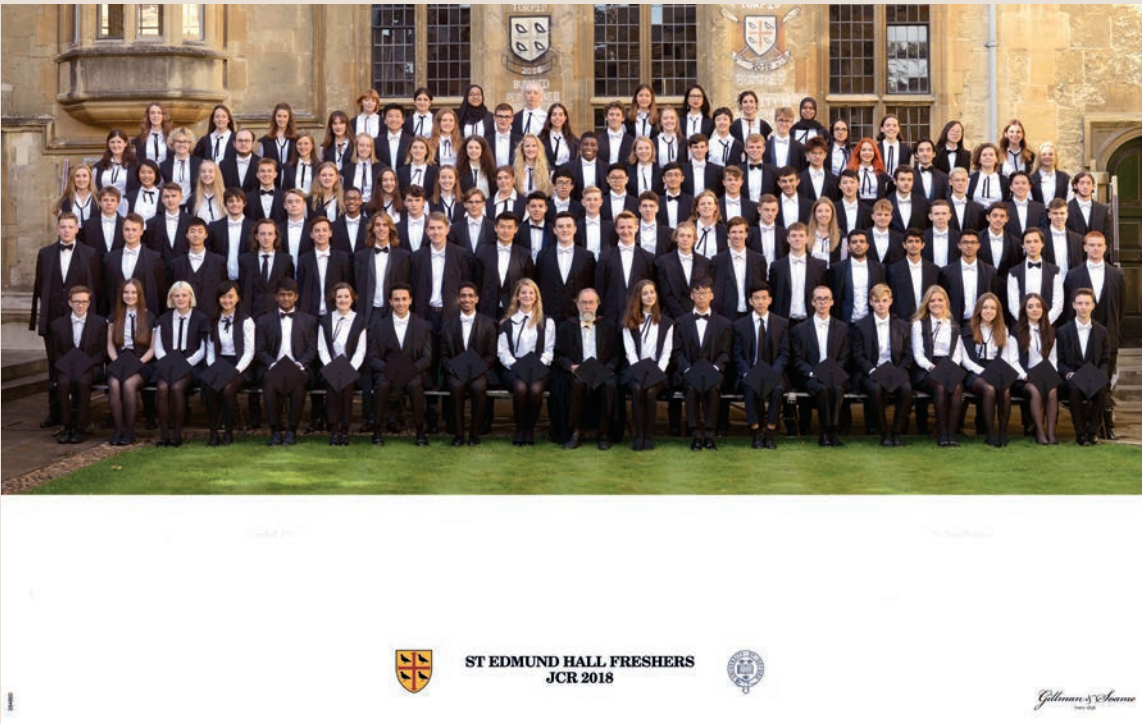


⁶ Most recent available national data covers 2016 intake: defined as first-year, first-degree, UK-domiciled undergraduate students, academic year 2016/17. Oxford data excludes students whose ethnicity status is not declared.

⁷ Most recent available national data covers 2016 intake: defined as first-year, first-degree, UK-domiciled undergraduate students, academic year 2016/17.



The first cohort of women matriculated in 1979, representing 23% of those matriculating



Matriculation photo in 2018, where 45% of those matriculating are women

A key question is whether there is something associated with external perception, our behaviours and/or our communication in terms of access, equality and diversity that creates barriers to entry currently not visible to Governing Body members and staff. If so, we may need to acquire some knowledge of what these are, and which of our current perceptions and behaviours are seen as working against our ambition to embed and sustain a culture of inclusivity, equality and diversity for all those that live and work in the St Edmund Hall community: students, staff and faculty alike.

In an attempt to understand the external perceptions of St Edmund Hall in terms of access, equality and diversity, the Governing Body working group invited a number of students (both undergraduate and graduate) and staff from diverse and currently under-represented communities, based in Oxford but external to the college, to offer comment and provide feedback. Their insights were extremely helpful and opened the group's eyes to the practical realities of daily prejudice within Oxford.

To achieve these aims, we propose to undertake the following actions:

An overwhelming message was that members of these groups do not want to be treated as 'special' but rather want to participate fully in an environment where every student and staff member is treated as being equal and valuable whatever their background, ethnicity, faith, gender or orientation.

Looking ahead, we must aim to ensure that we properly understand who is 'invisibilised', or otherwise left out in our current set of practices, and consider how to avoid creating any perception of exclusion and/or discrimination. Learning from this process we should also rethink and rephrase all internal and external communications from the college that are not meeting these ideals. Finally, we should aim to reduce any other barriers to entry associated with affordability and/or disability. Ultimately, our aim should be to demonstrate a track record of admitting a diverse student body that (at least) mirrors the entry into UK Higher Education in general, and to foster a college community that understands, respects and celebrates diversity, equality and inclusivity.



Inaugural Access Hall Areas weekend in May 2019 where the college opened its gates to the wider city community – around 1,000 people visited the college over the two days

1. build a clear understanding of perceptions of access, equality and diversity issues at St Edmund Hall from as broad a community as possible across the University and beyond, through asking representatives from different under-represented groups to work with us to develop appropriate partnerships to advance our goal of creating and maintaining an inclusive culture;
2. provide equality and diversity education and training for all in college – students, staff, lecturers and Fellows – so that these matters can become incorporated regularly in our reviews, engagements and committee work;
3. formulate our own clear statement(s) on access, equality and diversity to be placed on the St Edmund Hall website, to ensure that we not only work within the relevant legal frameworks concerning equality and human rights but also gain – and maintain – appropriate external accreditation (e.g. Athena Swan and Stonewall);
4. examine all internal and external college communication and rework where necessary to ensure that its tone and presentation are in line with our ideals on access, equality and diversity;
5. create dedicated funds to remove any financial and/or other barriers to application and continued study at St Edmund Hall; and
6. ensure that our estate is fully accessible for those with a disability, including an appropriate number of accessible bedrooms on the Queen's Lane site.



Culture

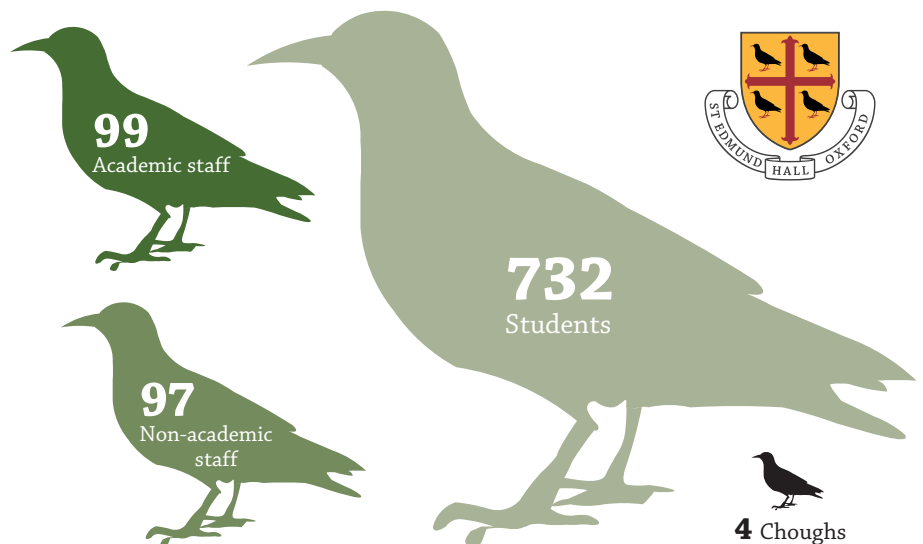
Vision: A college culture that is creative and inclusive, linking a plurality of cultural activities within a positive working environment.

‘Sporting’ and ‘friendly’ are the adjectives most frequently associated with St Edmund Hall, creating a distinctive ‘Hall Spirit’. We participate in over 20 sports, often winning inter-college matches from Cuppers to Summer Eights (Table 1).

Furthermore, the college has a lively music and art community with the college chapel choir, lunchtime concerts, poetry readings, writing workshops and art exhibitions organised by the students. We regularly make college spaces available for cultural events such as *Storming Utopia*, *Medieval Mystery Plays* and *Access Hall Areas*.

Whilst all of these activities should be maintained and enhanced, we want to open up the ‘Hall spirit’ to both speak to and properly represent all members of our diverse community.

The college community²



Left: St Edmund Hall graduate performing with the Oxford Pole Sports Society at the *Access Hall Areas* event in May 2019

Table 1: St Edmund Hall sports teams and successes for 2018–19

Athletics	Golf	Men's Cricket
Netball – 3 rd place Cuppers	Swimming – Cuppers winners	Women's Rugby
Badminton	Men's Association Football – Teddy-Fitz cup winners on their Cambridge Tour	Men's Rowing – Blades in Torpids and Summer Eights
Orienteering – Cuppers winners	Tennis	Women's Cricket
Basketball – Cuppers winners	Men's Hockey – Cuppers finalists	Mixed Hockey – Cuppers and Supercuppers winners
Pool – League winners	Women's Association Football – 3 rd place Cuppers	Women's Rowing – three boats in summer Eights (first time since 2006), all promoted a division
Cross-Country	Men's Rugby – Cuppers winners	Mixed Lacrosse
Rounders – Cuppers and League winners	Women's Hockey	
Darts – Cuppers winners		
Squash		

We would like St Edmund Hall to be associated as much with academic excellence (think University Challenge) as with rugby. We want to encourage creative overlap between sporting, artistic and academic activities, following the successful model of the *Centre for the Creative Brain*.

In tandem with these improvements, we will strive to create a more inclusive and unified working environment for both academic and non-academic staff. Our staff are part of the community and central to the college lives of tutors and students alike. As such, they are key to the cultural feel of the

Hall. We will build on our reputation as an excellent employer by providing a happy and engaging work environment. Actions include reviewing HR policies, providing a greater sense of space ownership through the provision of a staff common room and hosting events that bring together students and staff from across the college.



Cricket Cuppers Final, 2018

Looking towards a strategy for enhancing the culture of the Hall to be creative and inclusive, we propose the following actions:

1. undertake a survey of all college constituents to build an understanding of what our culture means to each individual – what we do well and not so well. This will provide an initial benchmark to inform change, repeated on an annual basis;
2. ensure cultural activities embrace all aspects of the college's diverse community, e.g. build attractive events around non-alcoholic drinks and find creative ways for greater participation and inclusivity in the College Chapel services, sporting activities, art shows, etc;
3. create a dedicated Culture Fund to encourage the development of cross-cultural activities combining a mixture of performances, writing, painting, music, literature, film and sport;
4. enhance the *Centre for the Creative Brain* to create an overarching framework for creativity, including visual culture, literature and creative writing, performance, music, film, languages and sport;
5. create a sense of ownership of college spaces with their unique combination of medieval architecture (St-Peter-in-the-East, Old Dining Hall), historic treasures (Old Library, Chapel) and living nature (gardens, green wall) and add to these a common room for the non-academic staff and a dedicated performance space;
6. celebrate our time together at Formal Hall and beyond, integrating aspects of local food and drink, international cuisine and sustainable dining;
7. develop a college award (working title 'Teddy Purple') that recognises excellence in sports, visual and film art, writing, theatre, music and community involvement;
8. communicate our culture through events which are open and welcoming and through clear statements on the St Edmund Hall website; and
9. make creative use of multiple forms of social media channels, in video, audio and print form, signalling that we strive to have a cultural identity where every student, staff member, lecturer and Fellow can feel at home in the Hall.



A performance of the 'Second Shepherds Play' in the graveyard as part of the *Medieval Mystery Cycle*, April 2019



The St Edmund Hall University Challenge team in the semi-final against Darwin College, Cambridge, April 2019

Estates

Vision: To become the greenest and most environmentally sustainable college in Oxford, with a stock of high-quality student accommodation and an estate that fully meets the needs of the college community.

The oldest parts of the main Queen's Lane site date back to the 12th century, with the Chapel and the Old Library being rare examples of late 17th-century college buildings.

More modern buildings contain accommodation and other facilities at the back of the site. Off the main site we have, for example, the William R. Miller Building, an accommodation block that was constructed in 2005, and 24 Norham Gardens, which was bought in 2015 and fully refurbished to provide new graduate accommodation.

This diversity of ages and styles creates a set of complex challenges for the annual maintenance of the Hall's estate, from needing to obtain historic building consent before any alterations are made to the oldest buildings, through to surveys of the concrete for younger buildings. The Hall is no different to many other colleges in this respect. What makes it distinctive and provides

a greater challenge, however, is the size of our estate compared to the number of our students and staff. Over time, with the increase in the number of applications and expansion of places that has taken place across the University in both undergraduate and graduate admissions, the Hall has grown to become the fifth largest college in terms of student numbers. However, it is one of the smallest in terms of physical footprint. In addition, we own no other land within or outside of Oxford on which we can expand, except for a limited opportunity at Norham Gardens.

Given our small footprint, it is perhaps unsurprising that our existing stock of rooms is insufficient to meet our needs for accommodation, teaching and

administration. This is particularly acute in terms of student accommodation and affordable accommodation for key staff. With growing student numbers (Figure 7), we have not been able to increase the accommodation provision of the college in line with demand. We can currently accommodate only 60% of our students, and very few undergraduates have the option to live in college accommodation (which has important educational and financial benefits, especially for less well-off students) for the entirety of their course. Only a few colleges in Oxford now fall into this category, which places us in the bottom third of colleges in terms of accommodation provision.



Refurbished graduate accommodation at 24 Norham Gardens with en-suite provision, completed in 2018



St Edmund Hall Chapel Choir singing Evensong in the College Chapel, April 2019

This lack of college accommodation is quite possibly a contributing factor to the decline in the number of applicants who make St Edmund Hall their first choice of college. In addition, the quality of the accommodation in some of our estate is poor, especially in the 1960s buildings (Besse and Kelly). As well as having a negative effect on our admissions profile, this also affects the number and pricing of conferences we can accommodate outside term. This, in turn, reduces the extent to which we can subsidise the cost to our students of studying and living in Oxford.

Another issue with the small size of our estate is that the focus over the years has, understandably, been on increasing capacity for accommodation,

with almost no dedicated, operationally up-to-date and coherent spaces created for key functions required for the running of the college. As a result, almost all the space occupied by staff responsible for the finance, tutorial, bursarial and development teams is in rooms originally intended as student bedrooms. This further reduces our stock of student accommodation.

Requirements for teaching and study space have also changed over the years, and likewise increased with student numbers. Many students now tend to learn in groups, and the spaces we currently have in college for this purpose are under considerable pressure. The college also has relatively few public spaces for cultural events,

from talks and drama to music and sport, and many of these have been low on the priority list for investment over the years and are in urgent need of upgrade.

Finally, an issue that we urgently need to address is the environmental footprint of our current estate. Much of our infrastructure is old and extremely energy inefficient, including very old heating and lighting systems, poorly insulated buildings and single glazed windows. We also have large expanses of concrete on the Queen's Lane site, some of which is now degrading in places. Steps have already been taken to minimise the visual impact of this, enhanced through the installation of a green wall on the Kelly building.

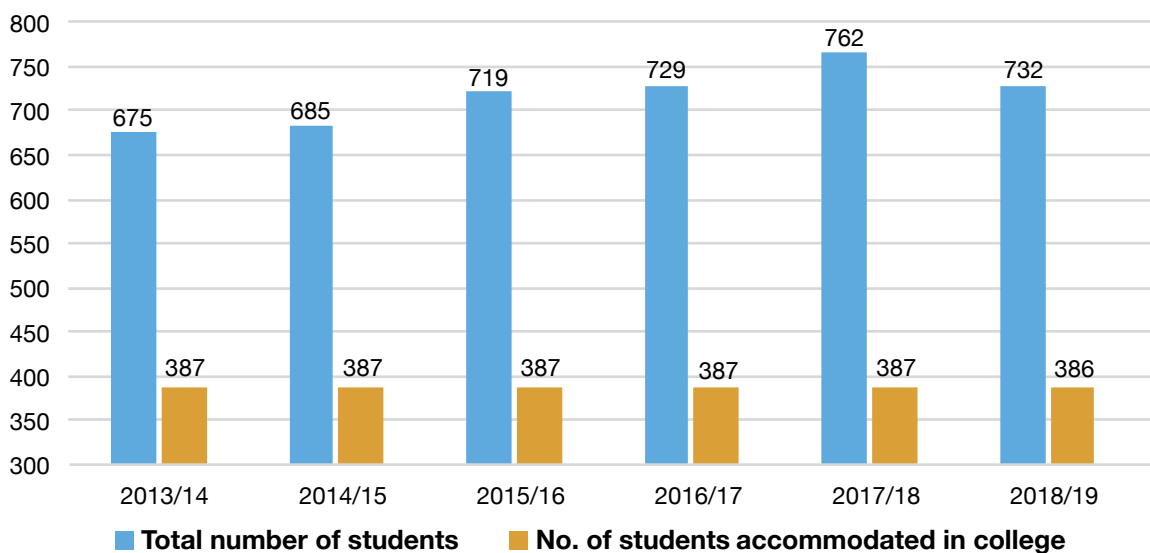


Figure 7: Student numbers at St Edmund Hall vs. number of students who can live in college

The newly installed green wall on the Kelly Building, May 2019





Looking to the future, a strategy for the estate therefore needs to include building new accommodation, improving and repurposing existing stock, and bringing in enhancements across the estate to reduce our environmental footprint. Specifically, we aim to be able to offer high-quality, affordable, college-owned accommodation to all our college community that require it, and, in particular, to be able to house all of our undergraduates in college-owned property. In addition, we aim to provide well-purposed teaching, administration and other office and meeting room spaces. Of our existing estate, we aim to upgrade dilapidated stock and ensure that our common (public) non-teaching and non-administrative

spaces, including our gardens, are attractive and commensurate with the Hall's cultural aims.

Finally, and as an important paradigm that will guide and inform all of the developments described above, we aim to greatly reduce our environmental footprint and net energy use. In rising to this challenge, one of the greatest facing future generations of students and staff alike, we aim to become recognised as the most environmentally sustainable and sympathetic (i.e. greenest) college in Oxford.



The William R. Miller building opened in 2004 and was funded by many generous alumni, including Mr William R. Miller (1949, Philosophy, Politics & Economics (PPE))

To achieve these aims, we propose to undertake the following actions:

1. within the next five years, refurbish the 32% of the estate (accommodation, teaching, administration and public spaces) that is currently in a poor and inefficient condition;
2. open up currently under-utilised spaces in college for teaching, administration and cultural activities including, for example, some of the rooms in the Principal's Lodgings, spaces in the library and crypt, and the Wolfson Hall;
3. build a new, approximately 90-bedroom accommodation block on college-owned land in north Oxford;
4. undertake an environmental audit of the whole college estate, with the goal of taking steps to reduce energy usage by 5% in each of the next five years, e.g. by improving insulation, reducing draughts and using heating management schemes;
5. examine all our activities in college that have an environmental impact and transition to more sustainable alternatives, e.g. reducing the use of single-use plastics, installing more green walls and improving levels of recycling; and
6. by 2030 become as close as possible to zero net energy use, e.g. implementing energy production through open loop geothermal energy, solar panels, biodigesters and other means.

Finance

Vision: A college that is financially robust and with an operating budget focused primarily on the core objectives of the college.

In terms of its wealth as measured by size of endowment, St Edmund Hall is 23rd in the list of 36 mixed colleges (see Figure 8).

To put this in context, the richest college in Oxford is currently ten times wealthier than St Edmund Hall. In terms of number of students versus overall wealth, the picture is somewhat bleaker as we currently rank 31 out of 36 colleges in terms of Total Net Assets per student. Whilst the Hall is therefore not the poorest college in Oxford, it is certainly an institution that is financially constrained in many aspects of its activities and it needs to pay close attention to balancing its core operating budget income (endowment, student fees, conference

income and philanthropy) versus expenditure (teaching, research, administration, estates).

Balancing the current operating budget, however, is only one small part of the overall financial health of the college. Raising more income is clearly a priority, but how we do this and how we spend it once received also needs to be part of any financial strategy.

In terms of income generation, for example, we have some of the lowest conference income for a college of our

size. In comparison, we are one of the most expensive colleges for students to live in (accommodation and food) which, despite raising much-needed income, does not align well with our core purpose and could be a barrier to entry for many students. We are successful at raising (and extremely grateful for) philanthropic donations, yet only 13% of our alumni currently support the college financially.

Endowment value £'000 2017/18

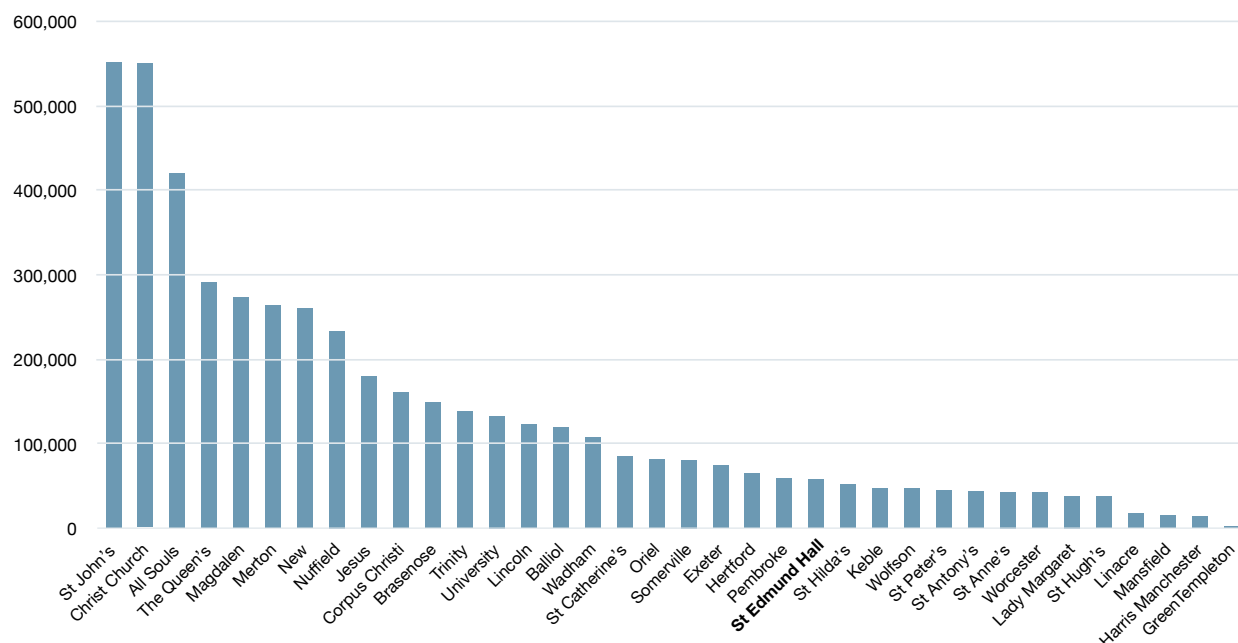
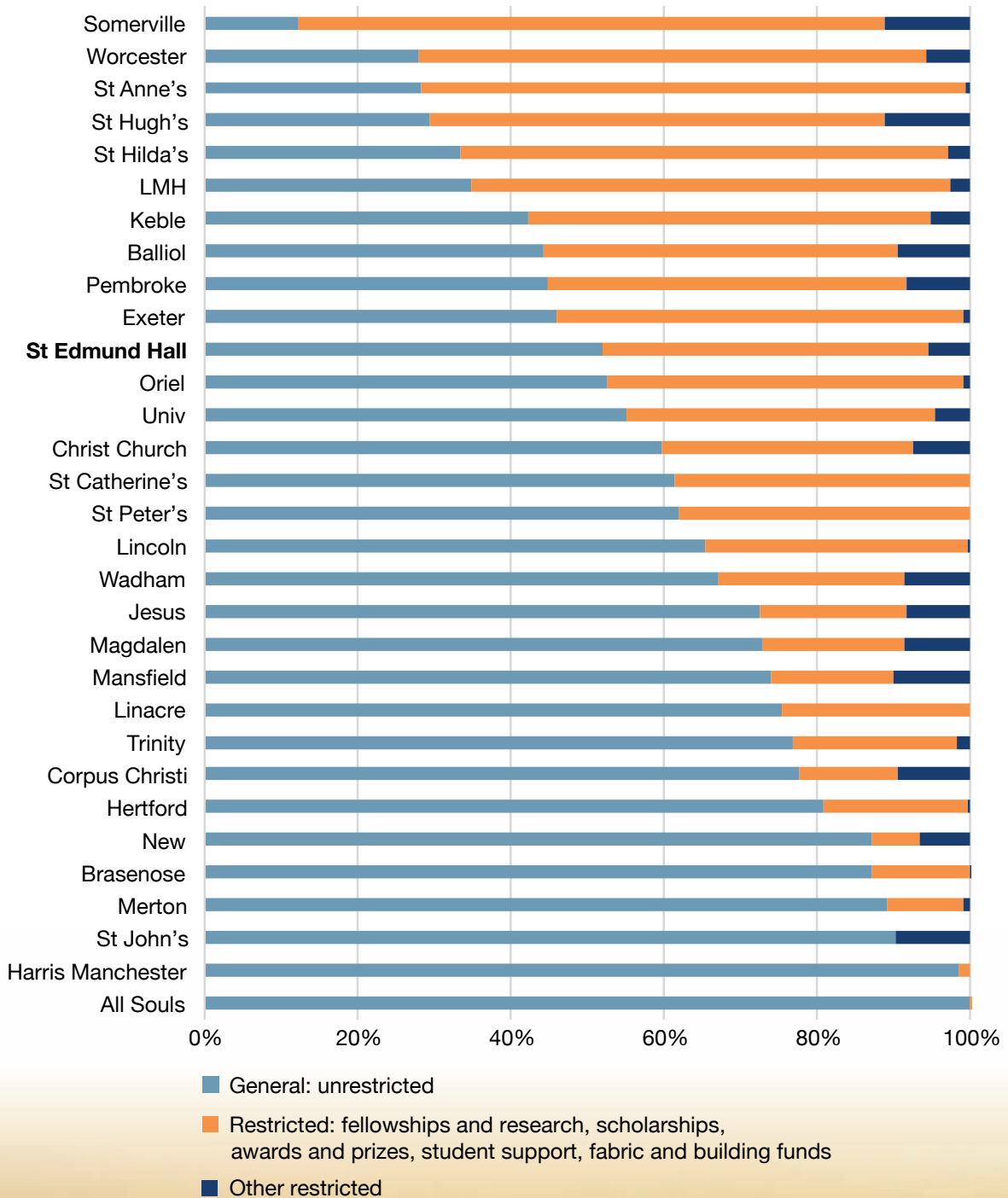


Figure 8: Endowment by college, 2017-18

Figure 9: College endowment by restriction 2017/18



When looking at the percentage of our endowment that is restricted in comparison to other colleges (Figure 9), there is also progress to be made in terms of increasing the proportion of our unrestricted endowment. By boosting unrestricted endowment, the college will be able to support additional activities and projects (including those articulated in this strategy), enhancing the overall experience for both students and academics during their time at the Hall.

In terms of our expenditure, only 32% of our current budget is spent on teaching and research, which is low in comparison to many other colleges. By contrast, the amount spent on maintaining our estate is high and much of this is due to an old and failing infrastructure, resulting from underinvestment over a number

of years. We have also relatively few core teaching fellowships underwritten by endowment income compared to other colleges (7 out of a possible 27 are fully endowed), thus placing a large burden on the core budget.

Looking forwards, our aim is therefore to ensure that our finances continue to grow through enhanced income generation and building our endowment, alongside a reduction in unnecessary costs. We aim to do this within a framework that focuses primarily on the college's core objectives: i.e. to promote the advancement of university education, learning and research, including maintaining our historic buildings and the pastoral care of our students.



Frederik de Wit's 1690 *Atlas* on display at a public opening of the Old Library in March 2019

To achieve this, we propose to undertake the following:

1. continue the current detailed examination of our finances to determine the real net costs of operating the Hall including, but not limited to, accommodation, food, hospitality and the conference business;
2. ensure our core functions of teaching and student support are adequately resourced, with the aim to fundraise in order to endow every tutorial Fellowship and achieve the median endowment per student (15th place) by 2030;
3. seek ways to reduce our estate maintenance and running costs alongside increasing our sustainability, e.g. through the 'greening' of the college;
4. increase the percentage of the budget spent on teaching and research from 32% to 40% and aim to ensure the cost for students of studying at St Edmund Hall is in the mid-point of other colleges;
5. examine the shape and size of the college to understand the costs and benefits of various strategies and arrive at an optimum number and distribution across subjects of undergraduates, graduates and visiting students;
6. seek ways to increase profits on our conference operations; and
7. regularly benchmark fundraising activities and be able to demonstrate impact, good governance and transparency to existing and prospective philanthropic donors to the Hall.



What will success look like in ten years?

EDUCATION AND RESEARCH

- A student body achieving at least 40% first class degree results, with all student outcomes at II.2 or higher
- The first choice college for at least two thirds of the prospective undergraduate students that are considered for admission
- At least one Early Career Teaching and Research Fellowship (ECTRF) in each key subject area
- A strong research culture, with a defined annual programme of activities for each subject cohort
- Annual conference/symposium of interdisciplinary research on sustainability and environmentalism

ACCESS AND DIVERSITY

- A student body of BAME (Black, Asian and Minority Ethnic) undergraduates that at least mirrors the University average, with a target of reaching national average by 2030
- A proportion of students admitted from the two most socio-economically disadvantaged groups (ACORN categories 4 and 5) that at least mirrors the University average
- A proportion of on-course students with a declared disability in line with the University admissions target
- Annual equality and diversity training provided for Fellows, staff and students
- External accreditation (e.g. Athena Swan, Stonewall) gained as a marker of success

FINANCE

- Cost to student of studying and living at St Edmund Hall is in the mid-point of other colleges
- All tutorial fellowships endowed
- Median endowment per student achieved by 2030
- Dedicated funds to remove any financial and/or other barriers to application and continued study at St Edmund Hall
- At least 40% of annual operating budget spent on teaching and research

CULTURE

- A collaborative and creative approach to culture, involving students, academics, staff and alumni in all elements of college life
- A strong sense of shared space ownership across the college:
 - staff common room provided
 - increased use of the Wolfson Hall for concerts and other cultural events
- Annual college dinners to be held for events such as Thanksgiving, Chinese New Year, Diwali
- A dedicated Culture Fund for students covering arts, music, sciences and performances, encouraging diverse cultural activities
- Regular events with a focus on sustainability and environmentalism hosted at the college

ESTATES

- St Edmund Hall recognised as the greenest and most environmentally sustainable college in Oxford including:
 - a zero-energy establishment
 - self-generated energy from a combination of rooftop solar panels, geothermal heat, air and/or water-sourced heat pumps and biodigesters
 - greatly reduced energy use through improved heating systems and insulation
 - eliminated use of single-use plastics
 - increased visible greenness in all college sites, e.g. green walls, rooftop gardens etc.
- New accommodation on existing college-owned land, providing a range of high-quality, affordable college-owned accommodation for all undergraduate and visiting students and all first-year graduate students
- All existing student rooms and accommodation of a good to excellent standard with 70% of rooms en-suite
- Under-utilised space opened up and repurposed for use in teaching, cultural activities and administration



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