KEY REPORTS TO BE DISCUSSED THIS TERM

Wide-ranging proposals to improve the way the university handles its business will be discussed this term. The proposals come in a Green Paper from the Planning Review Body, and in the report from the Committee of Inquiry. The Green Paper was published last term. The Inquiry Committee report will be put to a vote.

The proposals will be considered by a University Discussion, Planning Committee, Senate and Council.

The aims and ideals of the people who founded or have supported the university through the early years are backed by the Committee of Inquiry. The report calls for closer attention to be paid to "Smith's specific and particular aims and objectives as opposed to the aims and objectives of universities in general."

The report calls for innovation, devolution, participation and for deliberate steps "to revive the idea of interdisciplinarity and put it into more effective operation." Planning Committee should be a Senate executive committee, in the view of the report. The Schools are reported in the report and detailed proposals for improving the work of the Schools are given on inside pages. One proposal winners some members of the university may regard as controversial: mandatory academic placements should be to personal choice. The rationale for this is that the chairman is held and the setting up of an appointments committee should remain in accordance with the present practice. The retirement or reorganization of the Professor in the position should cause to exist.

Dr. R. S. Wordsworth, Inquiry Committee chairman, says in an introduction to the report that one error in the universe was "the belief that the existence of many alternative paths and procedures through a complex committee system of academic perfunctorial and administrative formalities is the necessary and sufficient condition for the present practice."

Mr. Peter Penfold, Maintenance Officer (Engineering), has left the university after 11 years. He is taking up an appointment in a new company which he has recently set up with two others.

The report says that there are other matters to be considered later:

a) The roles and responsibilities of units and centres on the campus and their contribution to the teaching and research of the university.

b) The function and status of the university faculty which we understand this is at present receiving a second review.

c) The status and future of the Arts/Science scheme.

d) The conduct of research in Arts and Social Sciences, and the relationship of the Arts Graduate School to the Undergraduate Schools of Study.

e) The importance and need for improvement in the relationship between the university and the community at large, and the role of the Council in embodying this.

f) The implications of distribution of income both for making available and for maintaining an environment for the university budget and for reinforcing/reducing interdepartmental hierarchies.

Dr. Gooden told The Bulletin, "The report is a contribution to the dialogue about the most appropriate organizational structures for the university as it has developed at Sussex. Our deliberations have led us to propose a reduction in the size of university central committees to less than half their present size, while extending democratic procedures by the use of the representation principle, by setting up the government, and by expanding the relevant machinery."

"We have also sought to pursue the experiment in interdisciplinary education and institutional adaptability. Firstly initiated by the Founders, by defining explicitly the relations between subjects, committees, and areas, by resolving ambiguities in the position of Professors; only by providing room for genuine manoeuvre throughout the planning process."

"Our belief is that the reforms proposed in the report will assist the emergence of a new phase in the continuous evolution of the new university experimenting in Sussex." (See inside pages)

TIMES FOR TALKS

Timetable of university discussion of Planning Review Body and Committee of Inquiry Reports:

Time for Discussions:

16 May Special Planning Committee 9.50 am Sussex House
22 May University Discussion 3.00 pm Molecular Sciences Lecture Theatre
30 May Senate 2.00 pm Senate Chamber
22 June Council 3.15 pm Sussex House

Mr. Peter Penfold, Maintenance Officer (Engineering), has left the university after 11 years. He is taking up an appointment in a new company which he has recently set up with two others. Mr. Penfold (right) is pictured with the Vice-Chancellor at his farewell presentation. Members of the university gave him golf equipment, a mounted scroll, a view of university and a book of contributors' signatures.

SCHOOLS INFORMATION

The School of Education is trying to build up an information service on schools and other educational facilities in Sussex, designed to help teachers and others in the profession. It asks what contacts members of faculty have with individual schools in the university area. Mrs. Mary White, Room 320 EEB, has sent a questionnaire to members of faculty asking them to outline links with a school.

Non-professorial appointments:

The following appointment committee have been set up:

French: Prof. T. E. Ellis (Ch)
Dr. M. M. McGowan
S. B. John
W. W. M. W. Simmons
J. E. Stimson
Dr. A. T. S. Prior
R. P. C. Motter

Geography:
Prof. D. N. Winch (Ch)
Dr. I. G. Griffiths
Prof. T. H. Ellis
Dr. A. J. Fielding
Prof. M. F. Robinson
Prof. A. Epstein
R. P. C. Motter

Italian:
Prof. A. K. Thorlby (Ch)
Dr. G. C. Carpana
Dr. A. T. Hanks
Dr. R. K. Bollard
M. J. J. Stich
R. P. C. Motter

Russian:
Prof. O. K. Thorlby (Ch)
S. M. M. McGowan
Dr. A. J. Fielding
Prof. M. F. Robinson
Prof. A. Epstein
R. P. C. Motter

plus external assessor

Classical and Medieval:
Prof. A. K. Thorlby (Ch)
Dr. D. Medeiros
Prof. A. T. Hanks
Prof. O. K. Thorlby
R. P. C. Motter

Art:
M. J. Hawkins (Ch)
A. D. Medeiros
Prof. G. C. Bell
R. P. C. Motter

SITE PLAN EVIDENCE

Site Development Project Discussion Paper:
A dossier containing records of all meetings held and submissions received from groups and individuals is available in the Library for any member of the University to consult.
COMMITTEE MEETINGS

Planning

The committee met on 3 May. The Vice-Chancellor reported on talks with the University of Technology and the University of Education.

Mr. R. L. Jackson (Manager of the University of Technology and the University of Education) indicated that the University of Technology and the University of Education might be interested in developing new facilities or services. However, the committee needed more information before making a decision.

Mr. H. J. Smith (Manager of the University of Education) responded that the University of Education was also interested in developing new facilities or services. However, the committee needed more information before making a decision.

The committee asked the University of Technology and the University of Education to provide more information about their needs and interests.

Diplomats in Higher Education

It was agreed that the committee should consider the issue of diplomats in higher education. The committee decided to hold a meeting to discuss the issue in more detail.

The committee asked the Vice-Chancellor to provide more information about the issue of diplomats in higher education.

Librarian Development Project

Professor W. M. Thompson (Pro-Vice-Chancellor) introduced a report from the Librarian Development Project, which was concerned with the development of a library for the University.

The report stated that the library was not meeting the needs of the students and faculty. The report recommended that the library be expanded and improved.

The committee asked the Vice-Chancellor to provide more information about the Librarian Development Project.

Mr. R. L. Jackson (Manager of the University of Technology and the University of Education) responded that the University of Technology and the University of Education was also interested in developing new facilities or services. However, the committee needed more information before making a decision.

Plan for 1982

Mr. G. Lockwood (Registrar and Secretary) introduced a discussion about the University's plan for 1982.

The discussion centered on the need for the University to increase its research and education programs. The committee agreed that the University needed to increase its research and education programs in order to attract more students and faculty.

The committee asked the Vice-Chancellor to provide more information about the University's plan for 1982.

Mr. H. J. Smith (Manager of the University of Education) responded that the University of Education was also interested in developing new facilities or services. However, the committee needed more information before making a decision.

The committee asked the Vice-Chancellor to provide more information about the University's plan for 1982.

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INQUIRY

COMMITTEE

REPORT

The recommendations from the Committee on Inquiry report are given below. The Bulletin has retained the paragraph numbers of the text here for use in discussions. There are no recommendations in chapter one.

CHAPTER 2

1.3 There should be a greater openness in University government to allow genuine concern about the quality of education to be voiced at all levels, 1.4 There should be closer attention to Student’s specific and particular aims and objectives as opposed to the aims and objectives of University in general. 1.5 Schools and discipline should be able to revise the idea of interdisciplinarity and put it into more effective operation. 1.6 The structure should allow for innovation both within existing units and in the creation of new ones. 1.7 The structure should be devolved as close to the point of action as is possible in a coordinated and integrated system of decision-making. 1.8 The structure should represent democratically various views and interests and in particular provide for the active participation of the decision-making within the community. 1.9 The Senior School should not be directly involved in the decision-making within the community. 1.10 The structure should not be too complex, with too many levels of the University so that members can play a role in its various functions.

CHAPTER 3

1.2 On open government we emphasize the need for the University document to reflect reality rather than image and we recommend that it be amended whether or not our other recommendations are adopted. 1.3 We recommend that the University should be devolved directly to identifying and specifying more clearly the University’s duties and incremental costs in order to achieve, if possible, more intensive utilization of existing resources; and that all sums which are not pre-committed be identified and exposed for bargaining. 1.4 The criteria used in bargaining for those marginal sums should be academic at least as much as logistic, and should not simply reflect historic average costs. 1.5 The evaluation process should be directed by Senate and take place at the Academic level, and we recommend that evaluation reports may be expected to circulate widely and in the substance of Senate discussion, We cannot specify methods of evaluation which may be applicable to all subjects, etc, and may involve the use of outside assessment. We suggest that the initiative that should come from outside the units themselves. The fact that the Science Curriculum Development Working Party, set up with similar aims, has up to now been largely ineffective, strengthens this contention. Evaluation

Continued From P.2

Counselling Services Report

Dr. Martin Black (Chairman of Counselling Services) said:

1. a) The Sub-Committee on Faculty Inspection visited the UniversitySET up and began its work. b) The original donor of the gift to build the Disabled Students Unit had increased the amount from £20,000 to £25,000. c) No information about the cost of the new centre. 2. The Council for Admissions had adopted a new system of addressing. 3. Dr Black reported that after intensive fund-raising, the £15,000 extra needed was not raised. The University needed the tender in gifts or through an interest-free loan. 4. The Sub-Committee on Faculty Inspection was agreed to be accepted and the university should be asked to consider the matter. 5. Mr R Howard (Finance) would discuss the details of interest free loans.

CHAPTER 4

1. The primary unit of academic evaluation should be redefined and identified. The School-subject relationship should be changed. 2. The possibility of a reunion of the Schools of Mathematical and Physical Sciences and Molecular Sciences should be explored. 2. The School should be identified as the primary academic unit. 2. The Subject or Continental Group should be changed to replace itself with the School, which reports only to the School. 2. The general idea of some kind of “meetings” of traditional disciplines across the Schools and outside the formal organization. 2. Members of existing Subject Groups should be proposed to replace themselves in intra-School Subject Groups satisfactory to both University and to the Schools. No restrictions should be placed on the numbers in any one intra-School Subject Group. 2. Faculty should have primary allegiance to one Subject Group but should be free to take part in the work of other Subject Groups in certain conditions. 2. Each School should have an Academic Sub-Dean in addition to its Academic Dean and the Sub-Dean (who could be the Chairman of the Sub-Dean. The Academic Sub-Dean should allocate teaching, working in consultation with the Subject and Continental Groups within the School; as in Science with the times and the result. 2. Each course should be clearly attached to a particular School (though not necessarily taught only in that School). Assessment of courses located in one School should be dealt with, for those purposes now served by Subject Groups, by the Academic-Sub-Dean, working in consultation with the intra-School Subject Groups. School Boards should be established in the Schools of Biological Sciences and Mathematical and Physical Sciences. 2.9 When the Arts and Social Studies or Science Committee allocates a post it should specify which Subject Group the School should take part in the appointment process. 2.9 Each School should seek to build up its own characteristic and its onto courses. Contextual Groups, like subject Groups, should be subdivisions of Schools. 2. The planning of buildings, both academic and administrative, and the use of these existing buildings, should be directed by the Schools a clear location and identity. 2.17 Though we recommend proposals for the organization of the Arts Graduate School, the role of graduate work in Arts and Social Studies might well be the subject of further inquiry, perhaps linked with some of the work in the School. Meanwhile those Graduate Divisions now identified with a particular subject should identify themselves with the School. 2.20 Each School should be known as the School Council. The School Council should make up of the Academic Sub-Dean; the Continental Sub-Dean; one representative of each Subject Group and any other members appointed by the School Council. The School Councils should be elected by the School Council and by any other members putting down a motion for debate. 2.24 Members of Faculty should have voting rights only in their School or primary allegiance. 2. School Joint Committees should be abolished.

Continued On P.4

3. 4. 10 (a) Apointments to Chairs should still be made by the Academic Dean and not by the University. 4. 12 Chairs vacated should remain open for a period of three years following the tion of academic autonomy of the School. 4. 13 (f) A School committee should be able to allocate 10% of available resources. 4. 13 (g) If new posts and equipment available in any one year amount to less than 10% of the total resources of the "Arms Area Committee" should be drawn from the University's existing resources proportionately. 4. 14 (d) Resources controlled by the Arts and Science Committee should be kept in each School at once; some should be kept in reserve to meet unforeseen needs. 4. 15 (a) Area Committee resources should be used to promote innovation and in developing needs which Schools cannot readily meet out of their blocks. 4. 17 (b) The criteria for allocating block grants should be made clear by the Area Committee and, if no agreement can be reached, in the Academic Policy Group and if that fails, in the Senate. 4. 21 (b) It is possible to be appropriate for plans of any School or Committee, or for the Arts and Social Studies Committee to be able to allocate 10% of the area of going through all three levels. 4. 4. 14 Undergraduate Schools in each area should have equal representation on the University Senate and the equal number of more or less. The Arts and Social Studies Committee should consist of three representatives of each of the under-graduate Arts Schools, two representatives of the Graduate School, one representative of the School Committee and one of a School Committee for the Student body. The Science and Social Studies Committee of each of the Science Schools, one representative of the Arts and Social Studies and one of the Education Area, and the executive officer of the School Committee. 4. 4. 14 If each School council should be established on the University, and consultative representatives of each of the Academic and Council, and the executive officer of the School Committee. 4. 4. 14 If each School Council should be established on the University, and consultative representatives of each of the Academic and Council, and the executive officer of the School Committee. 4. 4. 14 If each School Council should be established on the University, and consultative representatives of each of the Academic and Council, and the executive officer of the School Committee.
Continued from F.3 designation for each of these groups is adequate.

6.7 The members represent the student and staff representatives of the Education, Community Services, and Counseling Areas, of the administrative faculty, students, and the Academic Council. The formation of a new academic council is being considered by the Senate for the next academic year. The council will replace one or more of the statutory elected members or act as alternates for them.

6.16 Senate Committee, as composed as follows: Vice-President, Chairperson 1 Pro-Vice-Chancellor (ex officio) 1 Pro-Vice-Chancellor 2

23 professional representatives 23 representatives of each of the undergraduate Schools, chosen by the School Societies 27 1 representative of the Arts Graduate School, elected by the Graduate Student Society, and 1 representative of each of the following: Students' Union; AUT; AUT Staff Association/NAALGO; NUP 5

5 representatives of each of the Education, Community Services, and Counseling Areas, chosen by the Senates of the corresponding Areas 6

3 representatives of the Administrative Faculty 3

1 representative of the Library staff 1

7 of the professional representatives should be replaced each year. Each School Assembly or General Meeting should determine if it is represented on the Senate should be chosen. The student representatives of the Vice-Chancellor and Pro-Vice-Chancellor should decide how their representatives should be chosen. Representatives of the Education, Community Services, and Counseling Areas should be elected by the relevant Area Senate.

6.8 The Academic Group should have the following core membership: The Vice-Chancellor (as Chairperson), the Pro-Vice-Chancellor, members of the academic faculty, and members of the non-academic staff.

3 members of the academic faculty 3 members of the non-academic staff 3 students

All but the Vice-Chancellor (or Pro-Vice-Chancellor) should be elected each year by their respective constituencies. Any of the elected members should serve more than two consecutive years. A maximum of three members of non-academic staff should serve as secretary. The Group should elect a chairperson at its first meeting, rather than as a formal report. Alternatively, the Senate should report directly to the Senate Committee.

CHAPTER 5

2.1 Access to the Academic Group should be by invitation only and as authorized by the Senate. In addition, it might be open to members of the academic faculty in their particular task. It should meet regularly and its meetings widely acvertise.

2.2 The Dean need not continue as Chairperson of School meetings but should be a member of the Senate. The Chairperson, together with the Dean, shall be a member of the Senate, in recognition of the Senate's authority to recommend significant changes in the academic programmes of the University.

2.3 All Senate Committee meetings shall be held to ensure that no action is taken outside the Senate, except in extraordinary circumstances and with the consent of the Senate.

2.4 The Senate Committee meetings shall be open to all members of the University.

2.5 That the Senate Committee shall be entitled to have such meetings as it shall determine, and that the participation and enable all members to judge issues, decisions and effects.

Principles

The relationship between the organisational system and the planning process is based on both key principles which include: integration of initiative and responsibility, concept of the plan, participation, planning to respond to changing circumstances and evaluation so that the University knows what and how it is doing before deciding what to do in future.

Administration

The co-ordination of the planning (decision-taking) cycle and planning in a university, in behalf of the Vice-Chancellor and heads of departments is clearly assigned to individual officers or offices within the administration. This is very important, but the planning function needs to be concerned also with qualitative, as well as quantitative aspects of teaching and research activities, staff recruitment, curriculum development and restructuring, research strategies, and student enrolment.

The Review Body could not be specific about achieving a broader view of the context of planning but hoped that its recommendations would increase the understanding of qualitative aspects of planning:

1. Through academic policy group and site planning group.

2. Through adjustments to the logistical system. This may include the development of a separate physical development post fund and educational development fund.

3. Through re-cycling of the planning process. This means to make more people and more time for qualitative planning.

The Review Body hopes that since qualitative aspects particularly concern the areas, they will increase their concern with the non-logical content of planning.

Budgetary System

Changes in the budgetary system are recommended. Major reviews leading to decisions on the allocation of resources at university level would be necessary to twice each quinquennium. The system provides for automatic adjustment to budgets in response to changes in actual and planned student numbers and in price levels. This gives a great deal of flexibility in the carry forward of running costs between budget priorities to areas and spending units.

Space Planning Process

The space allocation procedure should move from an annual to a quinquennial cycle so that the decisions should be made for two or three years ahead in the first and third years of the cycle.

Logistic Rules and Guides

These provide a description of the procedures used in resource allocation by the university and the areas,
Planning Review Body

New ways of handling university business will be the subject of a Green Paper by the Planning Review Body. The Green Paper suggests:

- on the site of Planning Committee, academic areas should be maintained and the planning and to the Schools. The planning cycle should be worked on a quinquennial rather than annual basis.
- each unit should produce a report at least every five years.

UNIVERSITY PLANNING BODIES

Senate and Council have ultimate responsibility for planning under the university's Charter, but Planning Com.ute is concerned with many aspects of planning of the University. The Review Body was set up to examine the Planning function of the Planning Committee and its sub-structure, composition and structure, the timing of functions and the effectiveness of the Planning process.

The Review Body considered the role and composition of the Planning Committee in detail.

The conclusion is that the Committee should continue its executive and planning functions.

The executive function should be scrutinising, making recommendations and structuring university proposals for submission to Council and Senate. It should co-ordinate the work of the areas and initiate business on any aspect of the activities of the university.

It should work on a basis that is acceptable to the Senate and the Committee for the co-ordination of the planning and development of the university, including academic, financial, physical and community aspects, and for initiating university reviews.

The Review Body are satisfied with the title of 'Planning Committee'. They feel members of the university are familiar with this title and know the functions associated with it.

SIZE AND COMPOSITION

The Review Body believe the Planning Committee should be smaller. It was felt that a smaller body would be more effective. Col. 1 in the table gives their recommendation, Col.11 gives the alternative composition favoured by the Review Body. Col. 1 is rejected. The Review Body believe that the Planning Committee should be a minimum of four members, with at least one member from each of the Senate and the Vice-Chancellor should have informal meetings with the deans. Individuals of Council should be invited to attend discussion of items where they have special knowledge or interest. The timing of the meetings should be improved to avoid waiting guests' time.

PLANNING GROUPS

Planning Committee's sub-structure should be strengthened, particularly by the creation of two standing planning groups. The review body recommend:

- Buildings Committee should be abolished and its functions re-distributed.
- Planning Committee should continue to be responsible for building fund allocations and recruiting principal architects.
- A proposed site planning group would be responsible to Planning Committee for planning of the site, landscaping policy, location of buildings and maintenance of grounds, and new equipment programs.

The above recommendations were supported by Council, the Vice-Chancellor, the Chairman of Education.

MINOR EXECUTIVE ITEMS

The Review Body recommend that a schedule of minor executive items delegated by the Planning Committee to the Vice-Chancellor should be produced. They feel that more minor items of business could be dealt with and believe a schedule should be produced so that Planning Committee could approve this.

ACADEMIC POLICY GROUP

The Review Body recommend the creation of an academic policy group as a major way of improving the conduct of the planning function. The Review Body believe that it is necessary to eliminate potential weaknesses in their analysis of the academic planning function of the Planning Committee.

1. Academic planning rarely extends beyond the quinquennial barrier. The academic areas should be encouraged to plan on an annual basis.

Planning Committee have been dominated by operational planning pressures and too little of the strategic planning envisaged in 1968 has taken place. They feel there is a need to strengthen the perspective at all levels.

2. To pay less attention is to be paid to academic issues across the arts/science dividing lines.

TABLE

<table>
<thead>
<tr>
<th>Col. 1</th>
<th>Col. 11</th>
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</thead>
<tbody>
<tr>
<td>(a) Vice-Chancellor and Pro-Vice-Chancellor</td>
<td>2</td>
</tr>
<tr>
<td>(b) Deputy Vice-Chancellor</td>
<td>2</td>
</tr>
<tr>
<td>(c) Pro-Vice-Chancellor (Arts and Science)</td>
<td>1</td>
</tr>
<tr>
<td>(d) Chairman of Education</td>
<td>1</td>
</tr>
<tr>
<td>(e) Dean of Professional Services</td>
<td>1</td>
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<tr>
<td>(f) Chairman of Counselling Services</td>
<td>1</td>
</tr>
<tr>
<td>(g) Chairman and Vice-Chairman of Council</td>
<td>1</td>
</tr>
<tr>
<td>(h) Students' Union</td>
<td>1</td>
</tr>
<tr>
<td>(i) Other lay members appointed by Council</td>
<td>1</td>
</tr>
<tr>
<td>(j) Deans of Schools</td>
<td>10</td>
</tr>
<tr>
<td>(k) Faculty elected by Senate Committee</td>
<td>1</td>
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<tr>
<td>(l) President of the University</td>
<td>1</td>
</tr>
<tr>
<td>(m) Chairman of Union Council</td>
<td>1</td>
</tr>
<tr>
<td>(n) Other members appointed by the Union.</td>
<td>1</td>
</tr>
</tbody>
</table>

Total | 32 | 32

The Review Body confirmed the value of the area level, although they did not try to make detailed conclusions or explore the composition of the area level without some sense in which they were concerned. Planning with the academic level. However, it did consider whether it was necessary to extend the range and volumes of the University, or to extend it in such a way that it would be undesirable at the same time, although it might be possible by device procedures and mechanisms to make the area planning units within the University planning framework. This resulted in the teaching body being involved in reviewing all of its plans every year. The planning process cycle should have significant effects in this respect.

If the university grew in the next few years, the academic areas may become too large and it might be necessary to divide the responsibilities to smaller units. This might be done by creating further areas or by the number of divisional heads. If these were to grow significantly, or if the number of areas remained the same, but grew larger, they might all assume the functions of existing areas. These proposed sites and areas were the primary academic units of the university and they should be encouraged to achieve their full potential.

Recommendation: 1.

1. The existing trend of placing the management of the resources more firmly upon a university basis should be encouraged.

2. The areas should explore methods of decreasing greater freedom of decisions, taking to schools in academic affairs.

3. The schools should collect information necessary for planning and not plan as planning groups to define particular areas of concern and make proposals for their development.

AREAS

The Review Body looked at the Community Services and Counselling Services and felt they were visible for planning purposes, but were working for long enough for an appraisal to be justified.

The Review Body recommend that the Vice-Chancellor should be responsible for the Academic Vice-Chancellor and the Planning Committee for co-ordinating the work of the Planning Services Unit and Computing Centre outside the academic areas.

UNITS

They recognized that the Administration and the Research Office was not aligned to any particular area but relate directly to the Planning Committee. The Review Body confirmed that the planning units should remain the primary units for management, but that they should not be required to produce unit plans. Subunits should contribute to school planning through production of evaluation documents, which the Review Body recommend each such unit should produce at least one in every quarter, and by commenting on school plans. It was also assumed that the reporting of areas and schools on a variety of issues before planning at school level.

PLANNING GROUPS

Planning groups should be created at the area level, to encourage decision making from the desire to strengthen continuity in planning. The Review Body proposed lengthy planning cycles and a 'memory' on previous planning discussions is needed in each area unit.

PLANNING CYCLES

The amount of business which needed attention each year was increasing. The Review Body had tried to reduce the annual burden in its proposals, but to say this is easier to do on paper than in practice. The 1965 Review produced three levels of planning, the universities operational, and in essence, planning was quinquennial planning.

The theory behind the university's current planning cycle is that it should be on a rolling basis as far as possible, while the quinquennial system, this meant that forward plans were amended each year in the light of the Bod circumstances. The university cannot afford the time and effort for a cyclical part of the university being involved in reviewing all of its plans every year.

The planning process cycle should
BICYCLES
A number of bicycles have been recovered recently in the university.
Brian Young, Vice-Chancellor’s advisor on cycling, says the university’s insurance does not extend to cover bicycles left on campus, it is up to each owner to safeguard his bike.
Here are some suggestions:
• make a note of the frame number.
• buy a decent lock.
• if possible lock your bicycle to something immovable.
• insure your bicycle against theft. The premium usually amounts to 1% of the value. A £40 bicycle should cost £1 to insure against theft. A company which offers this type of cover is Cranfield Insurance Co., Ltd., Belgravia, B32 8XU. Telephone: Belgravia 4242.

Help disabled
Bicycles are urgently wanted for flag day in Brighton for the British Council for Rehabilitation of the Disabled on Saturday 25 June. If you can help please contact Mr C. Walters, 31 Model Fishing Road, Brighton BN1 6JD (Tel: 0409/31)

CHART 1
1975-7 TIMETABLE
January 1973
February 1973
February-April 1973
May-June 1973

ASSOCIATION OF UNIVERSITY TEACHERS
The annual general meeting of the association of University Teachers will be held on Thursday 28 April, at 1.30 in the Senior Common Room.

AUT AGM
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TUESDAY 22 MAY
Members of the university may express their views on the reports from the Planning Review Body and the Committee of Inquiry at the University Discussion of the Molecular Sciences Lecture Theatre at 8.00pm on Tuesday 22 May.

CHART 1
QUINQUENNIAL CYCLES

Notes
This chart illustrates the planning emphasis in each year. The 4-yearly review is the only framework available to the university for future planning at the level of the University council.

No operational or budgetary planning cycle, but further discussions of any issues unresolved in the Quinquennial Submission or requiring more detailed analysis,
COGNITIVE WORK

The Bulletin would like to carry articles about academic work. The first of what we hope will be an occasional series is by Dr John Rosselli who writes about collective work in an Italian university.

"Why aren't we allowed to do collective work?" groups of Sussex students were asked. The question was answered: "Why is it so difficult for us to do collective work even when someone encourages us to do it?" I will try to answer it presently. Meanwhile, I must tell the reader from abroad at once how truthful collective work can be carried out and magnify some of the obstacles in its way here. The Rivista Mariano il Benni, a leading Italian historical journal, recently carried a remarkable article on "Architectural Policy like Eighteenth Century Medieval Principe." The theme of the article—illustrated with many photographs—was the Medici despot's innovative use of architecture and public works to consolidate their rule over Tuscany, to reward friends and strengthen enemies, and to make propaganda for the regime; in this, the article concluded, the Medici had the style for absolute rulers over all Europe. What was novel about the article was not only the stimulating blend of social, political, and art history. Though written by a well-known historian, Giorgio Spini, it was — Professor Spini explained—combined "in a single work by over 40 named undergraduates at Florence University: the students (none of whom had ever taken this topic on this scale) had to be considered part-author, with Prof. Spini as coordinator of research and draftsman. This article, an extraordinarily interesting combination of social history, architectural history, and royalty, stirred me to look further from Professor Spini. In this university, and in this enterprise, turned out to be typical of the work now being done by the students in the department of the Facoltà di Architettura at Florence University. It also turned out to be still more ambitious than I had thought: the work on Medici architecture will eventually appear as a lengthy book. The Facoltà di Architettura is a sort of college of education included within the university. It trains students to teach in primary schools; the students are drawn not from the gymnasia (grammar school) but from less educated schools known as mediatechi that lead specifically to it."

"I began — Professor Spini wrote to me — by explaining to the students that the primary topic for us was discrimination the children of the rich go to the gymnasium, those of the poor to the mediatechi. Thus, I began to organize the "mediatechi" of the Medici. Besides, many students were involved, whose parents had sent them to the mediatechi because primary school teaching was supposed to be the only suitable job for a woman. I therefore issued an invitation to those who wished to help against this class and sex discrimination and to show that not only were they no inferior to the ladies and professors of the gymnasium but they could do creative scientific work. Of course it would be a hard and complex task: they would therefore work to do cooperatively as possible rather than through individual competition.

The Medici students did start with two advantages. First, they had all the tools of the first-year group: work and other modern pedagogical methods, and were prepared to apply them to university work. Then, though, housebound like all the other students, they lived for the most part scattered all over Tuscany rather than in Florence, and were only helpfully interdependent: they helped forward an enterprise that depended on the collective efforts of many undergraduate engineers. We also had several final dissertations, some of them nearly complete, which they then decided to start publishing. Professor Spini drafted an article (one part of it based on his personal research, which he had carried on parallel to the students' this was discursively accepted, and added to in a general assembly of the students, signed and assembled in the illustrations found by the lecturer in architectural history, and finally published in a newspaper article. Since then a third seminar has started up and students decided to go on with accumulated to make a book. "To tell the truth," Professor Spini writes, "though the students in the second and third cohorts have done basically work technically even bigger, so that of students in the first, I think I can dare to say, is among the most dovetailing on commitment and enthusiasm. I probably haven't managed to head off the setting of a certain routine, and so I fear that once again what begins as a liberating personal campaign may degenerate into a boring routine. We have not also taken a few trips, all of us together, to see some interesting places. After all that a traditional formal examination would have been useful. We therefore had a final discussion of the results each team had made on the mark each contribution had earned."

The National Union of Students is condemned at Exeter during Easter elected the following:

President — John Randall, 168 College Rd, Oxford — Treasurer — Geoffrey Stauthard and Secretary — Steve Parry.

Other executive posts were won by: Geoff Robinson, Judy Cutler, Charles Clack, John Copsas, Hugh Bruce, Chris Proctor, Simon Turner, Mike Bill, Al Stewart, Colin Burke.

Work has started on a £30,000 extension to the sports participation, which will provide more changing space.

The facilities to be used by E. and F. Surfet of Lewes, will be completed in the autumn.

The Senior Common Room and Women's Group went help in missing stalls and the Women's Group at the Party to be held at the University on 2 June. The Conferences will be held at the London British Red Cross Society Centre.

Contact Mr. P. J. Gilmore, (081-114)

A new tyre has been found on the university's grounds. It can be found on the Arboretum and the Cheeser contact W. Watta, Room 201 KBD (3-130)

EUCROPEAN FELLOWSHIP

A European Research Fellowship in the humanities of residence will be offered by the British Academy for the year 1975/76. The fellowship, which is of the value of £5,000 inclusive, will be tenable for two months in any overseas European country. British subjects or residents over 20 years of age in 1 October, 1973, who have or will have graduated by that date, are eligible to apply. It is envisaged that applicants will be attached to a university or institute of higher learning, but other arrangements for study may be proposed. Applications should be submitted before 15th May 1973, and will be obtainable from the Secretary, The British Academy, Burlington House, London W1Y 6JP.

Interviews with short-listed candidates will be held as soon as possible thereafter, and it is hoped to announce the decision before the end of June.

Wood engraving classes

Wood Engraving Classes, for beginners and more advanced pupils, are being held in the Arts Centre Studio on Thursdays from 4.30 to 7.30 pm. The tutor is Diana Bloomfield. Tools are provided.
Sunday 13
Morning Service: Presider - Reverend Duncan Forrester, 11.30 a.m. in the Meeting House.

Saturday 14
Fergusson to Wreth Abbey (in conjunction with the Bangor University Summer Schools) - 133 Due to finish: 16.02.25, from Pool Valley - 10.30 a.m., from Farner.

Monday 15

Film series on the theme of children in films: Roger Manuell will introduce "The Miracle Worker", 5.00 p.m., in EIB Theatre.

Tuesday 16
School of European Studies - Films: "The Traitor" (GDR - Frankenherzler-1964) and "La Battue du Bull" (France - Clermont-1945). 10.00 a.m. in EIB Theatre. Film information from Jan Collins - MIB.

Institute of Development Studies - Visitor's seminar: Wolter Krouse (University of Iowa), "Multinational enterprise control aspects," 2.30 p.m. in IDS.

Materials Science Colloquium: Dr. C. Bursaryan, (Visiting Postdoctoral fellow from Babarue Hinda University), "Metastable Crystalline Phases obtained by liquid quenching." 3.15 p.m. followed by tea from 4-4.15 p.m. then Dr. J. Donnon, (University of Paris-Sud), "Spontaneous amorphous metallic alloys. An experimental example of a solid random packing of hard spheres." 4.15 p.m., in F109.

Social Development Psychology Colloquium: Professor Ben Glueckstein, (Visiting at laboratory at Experimental Psychology). "Beyond egoism: the development of social speech." 4.15 p.m. in EIB D35.


Wednesday 16
Institute of Development Studies - Internal Seminar: Robert White, "When will the poor speak out?" 4.30 p.m. in IDS.

Thursday 17
Atomic, Laser and Plasma Seminar: Dr. L. Kay (Kent) "Measurement of lifetime by beam foil measurements." 2.15 p.m., in F109.

Physics General Colloquium: Dr. B.H. Goodman (British Oxygen Company and Basset). "Applications of super-conductivity," 4.15 p.m. in F109.

Bible Study on "Salvation," 6.00 p.m. in the Chaplaincy Centre, 21, Hanover Crescent, Brighton.

Friday 18
Organ Recital by Robert Birch, University Organist, at 1.15 p.m. in the Meeting House.

Science Policy Research Unit Seminar: Professor J.A. Mason (Studfield College, Oxford). "Problems of economic model building." 2.15 p.m. in the M assist Board Room, 6, Hanover Crescent, Brighton.

Astronomy Centre (Basses) and R.G.O. joint seminar: Dr. C.M. Humphreys (Edinburgh), " Stellar spectroscopy with the ultraviolet spectrometer on the 42-inch telescope on satellite TDL." 4.15 p.m. in The Chapel, Herstmonceux. (Coach for Herstmonceux leaves at 3.30 p.m.; arrive from outside Falmer House.)

Discussion Group in the Chaplaincy Centre, Hanover Crescent, Brighton at 7.15 p.m.

GARDNER CENTRE CINEMA

SATURDAY, 24TH APRIL

8.00 p.m. Violin: Richard Dixon, "A Night at the Opera." One act performance by the 100-strong Gardner Centre Orchestra, conducted by Paul Wells. The performance will be live and will be accompanied by a live orchestra.

7.30 p.m. Classical: "The Magic Flute." A performance by the Gardner Centre Orchestra, conducted by David Bedford. The performance will be live and will be accompanied by a live orchestra.

6.30 p.m. Jazz: "Swing Time." A performance by the Gardner Centre Jazz Band, conducted by Tony Johnson. The performance will be live and will be accompanied by a live orchestra.

5.00 p.m. Opera: "The Barber of Seville." A performance by the Gardner Centre Opera, conducted by Michael Childs. The performance will be live and will be accompanied by a live orchestra.

4.00 p.m. Film Screening: "The Great Dictator." A screening of the classic film directed by Charlie Chaplin. The screening will be live and will be accompanied by a live orchestra.

3.00 p.m. Drama: "Romeo and Juliet." A performance by the Gardner Centre Drama Society, conducted by Jane Carter. The performance will be live and will be accompanied by a live orchestra.

2.00 p.m. Poetry: "A Time for Poetry." A performance by the Gardner Centre Poetry Society, conducted by Peter Johnson. The performance will be live and will be accompanied by a live orchestra.

1.00 p.m. Dance: "The Magic of Dance." A performance by the Gardner Centre Dance Troupe, conducted by Susan Johnson. The performance will be live and will be accompanied by a live orchestra.

12.00 p.m. Music: "A Day of Music." A performance by the Gardner Centre Music Society, conducted by Sarah Johnson. The performance will be live and will be accompanied by a live orchestra.

SUNDAY, 25TH APRIL

8.00 a.m. Breakfast: "Breakfast with the Gardner Centre Staff." A breakfast will be served to all staff at the Gardner Centre. The breakfast will be live and will be accompanied by a live orchestra.

9.00 a.m. Seminar: "The Future of the Gardner Centre." A seminar will be held to discuss the future of the Gardner Centre. The seminar will be live and will be accompanied by a live orchestra.

10.00 a.m. Workshop: "The Art of Teaching." A workshop for teachers to learn new techniques. The workshop will be live and will be accompanied by a live orchestra.

11.00 a.m. Lunch: "Lunch with the Gardner Centre Staff." A lunch will be served to all staff at the Gardner Centre. The lunch will be live and will be accompanied by a live orchestra.

12.30 p.m. Conference: "The Gardner Centre Conference." A conference will be held to discuss the future of the Gardner Centre. The conference will be live and will be accompanied by a live orchestra.

1.00 p.m. Panel Discussion: "The Gardner Centre Panel Discussion." A panel discussion will be held to hear from experts in the field. The panel discussion will be live and will be accompanied by a live orchestra.

2.00 p.m. Film Screening: "The Great Dictator." A screening of the classic film directed by Charlie Chaplin. The screening will be live and will be accompanied by a live orchestra.

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6.00 p.m. Music: "A Day of Music." A performance by the Gardner Centre Music Society, conducted by Sarah Johnson. The performance will be live and will be accompanied by a live orchestra.

7.00 p.m. Gala Dinner: "Gala Dinner at the Gardner Centre." A gala dinner will be served to all staff at the Gardner Centre. The gala dinner will be live and will be accompanied by a live orchestra.

8.00 p.m. Concert: "The Gardner Centre Concert." A concert will be held to celebrate the 25th anniversary of the Gardner Centre. The concert will be live and will be accompanied by a live orchestra.

9.00 p.m. Fireworks: "Fireworks at the Gardner Centre." A fireworks display will be held to celebrate the 25th anniversary of the Gardner Centre. The fireworks display will be live and will be accompanied by a live orchestra.

10.30 p.m. Commemoration: "The Gardner Centre Commemoration." A commemoration ceremony will be held to remember all those who have contributed to the success of the Gardner Centre. The commemoration ceremony will be live and will be accompanied by a live orchestra.

FOR THE RECORD

For their first visit to Brighton, the Tate Gallery presents a new production of a play by the co-author of The Red Riding Room and the author of Crete and Serpent Pert. John Aumress The Fringe Society presents a late night show starring Jack Emery in his highly acclaimed one man show based on the work of Samuel Beckett.

For their first visit to Brighton, the Tate Gallery presents a new production of a play by the co-author of The Red Riding Room and the author of Crete and Serpent Pert. John Aumress

MAY

Fri, 11 8.00 Captain St Clair's Left Book by John Stuart

Sat, 12 3.00 Captain St Clair's Left Book by Robert Holt

Mon, 14 7.30 Flowering Cherry by Robert Holt

Tue, 15 7.30 Flowering Cherry by Robert Holt

Wed, 16 7.30 Flowering Cherry by Robert Holt

Thu, 17 2.30 Flowering Cherry by Robert Holt

Fri, 18 9.00 Flowering Cherry by Robert Holt

Sat, 19 9.00 Flowering Cherry by Robert Holt

Sun, 20 8.00 New Generation Trio by Robert Holt

Claremont, Murray Khoury