Search for new VC

Following the resignation of the Vice-Chancellor, Professor Gordon Conway, the University Council has approved arrangements for the establishment of a Search Committee to make recommendations on the appointment of his successor. The Search Committee will comprise five lay members of the Council and five academic faculty members of the Senate, with the Chairman of Council as Chair and the Registrar & Secretary as Secretary to the Committee. The Council has also agreed that Catherine Copenhagen, the current President of the Students’ Union, will be involved as an observer of the work of the Committee. The lay Council members will be chosen in a postal ballot of all members of the Council using the transferable vote system. Nominations are currently being sought from all members of the Senate for academic staff members and the final membership will then also be determined by election, employing the transferable vote.

The Search Committee is empowered to determine its own procedures, that is, to decide whether to proceed by advertisement, invitation, appointment of a firm of “head hunters” or by a combination of these approaches. The Committee will meet as soon as the Senate membership has been determined, which is unlikely to be before the third or fourth week in November.

Although the Council has moved quickly to establish a Search Committee, there is, nonetheless, likely to be a period of some months between Professor Conway’s departure and his successor taking up his or her post. The Council has agreed, therefore, that Professor Alasdair Smith, currently Senior Pro-Vice-Chancellor, should be appointed Acting Vice-Chancellor with the full powers, privileges and duties of the Vice-Chancellor, with effect from 1 April 1998.

Falmer House moat

Falmer House courtyard has been smartened up. The moat has been filled in with concrete and topped with six inches of water. Prior to building work during the summer, the moat was nearly three feet deep, with a few inches of water at the bottom.

It now boasts a circulating water system with bio-filters to prevent stagnation. This solves both the problem of ensuring safety and the need to preserve its aesthetic value, as visualised in architect Sir Basil Spence’s design.

In the wet weather, the overflow system brings spirit to the building with waterfalls tipping into the moat from the roof. There has been a long tradition of dunking students into the moats.

Rob French, Quality and Standards Manager in Estates, recalls his days as a student at Brighton Polytechnic (now University of Brighton). “I used to be thrown into the moat when I socialised on campus” he told Bulletin, adding that he wouldn’t recommend it at this time of year.

- The Market, pictured above, is held in the Courtyard every Tuesday during term time from 10am to 3pm.

Another award for Pulse

The Pulse, our termly student magazine, is the runner-up best magazine in this year’s Guardian/NUS student media awards. Last year’s winner, the magazine was praised for its range, depth and style of content, which emphasised living in Brighton rather than focusing on students alone. One judge added that Pulse was “too sophisticated for its own good”, a comment which editors Rob Cook and Emily Gale took as a compliment.

As well as the title of runner-up best magazine, the Pulse team received a cash award which will be used to improve this year’s three issues.

- University Radio Falmer has been shortlisted for five categories in the Radio 1/ NUS/ Student Radio Association Awards, including Best Radio Station and Best Factual Programme. The results will be announced on 1 November.
 Notices

 At the Gardner

Film
Sunday 2 November
3pm La Haine (15)
6pm When we were Kings (PG)
9pm Private Parts (18)
Monday 3 November
7.30pm Mad Max (18)
Thursday 6 November
7.45pm The Relic (15)

Dance
Tuesday 4 November at 7.45pm
Javier de Frutos, a men’s dance trio present an uncompromising performance on the themes of sexuality, friendship and flesh. Tickets £8.50/£7.50 (£1 off concs).
FREEBIES for the first 10 people to present themselves at the Box Office with this Bulletin.

Buddhist Landscapes
an exhibition of work by
Susan Conway
6 November to
6 December
in the main gallery of the Gardiner Arts Centre

Susan Conway has lived and worked in South East Asia where she studied Buddhist mural paintings and textiles. This major exhibition, spanning a number of years, includes landscapes of the Buddhist cosmology, portrayed in temple interiors and manuscripts.

Centre for Continuing Education Day Schools

■ Saturday 15 November

Indian Art at Brighton Museum and Art Gallery
The day includes a talk by Caroline Cook on the Museum’s Indian Art Collection and a tour of the Museum’s temporary Indian Art Exhibition and an opportunity to handle some of the works of art.

Still Life
Tutor: Christopher McHugh
The day school is organised to coincide with the exhibition of modern still life at the Hayward Gallery – Objects of Desire.
To enrol on either of the above day courses, please contact CCE on 67(8926).

News

NEW FACE – Barry Garraway (CPES)

Your mission: to probe the Universe to find out exactly how strange it is, for example, debating the existence or non-existence of Schrödinger’s cat. Bulletin was asking Barry Garraway to define the study of quantum physics, which he says “deals with fuzzier concepts than classical physics” to puzzle out why things are the way they are.

This is his first teaching position. He has a BA from Oxford, PhD from Manchester plus stints at Imperial College and Helsinki. His keen interest in the world of theoretical physics stems from a dissatisfaction with the explanatory power of religion alone.

When he isn’t pondering on the Nature of Things, Barry loves trekking, and has some good tips on dealing with bears in the woods. “If you come across a grizzly bear, which is still far away, you can work around him. However, if you meet one close-up, you should stay still, talk in a low voice and raise your arms slowly. That way, he knows you’re not a bear.”

Remember that the rules for black bears are totally different. “Black bears are less aggressive. You can try and frighten black bears, if attacked” he added.

Barry’s CV includes the ability to measure distance as the Lapps do, i.e. the distance from which you can hear a dog barking at night. He also confessed to being a “closet bellringer”, expressing a preference for church bells rather than hand-held ones. He is now busy settling into his temporary office and finding his way around the physics buildings.

In the Bookshop

Recent and forthcoming publications by Sussex authors, all obtainable from Sussex University Bookshop.


IDENTITY, GENDER AND POVERTY; new perspectives on caste and tribe in Rajasthan by Maya Unnithan-Kumar. Berghahn £40.

MANAGING INNOVATION Integrating Technological, Market and Organizational Change by Keith Pavitt, Joe Tidd and John Bessant. Wiley £21.50.

Grants for Astronomy Centre

Members of the Astronomy Centre, John Barrow, Andrew Liddle and Peter Thomas, have been awarded renewed rolling PPARC grant for research in theoretical astronomy and a renewed rolling visitors’ grant in theoretical astronomy.

Robert Smith, Carole Haswell and Paul Roche have been awarded a renewed research grant in observational astronomy and a rolling PATT grant for observing.

Barrow, Liddle and Thomas, together with members of the Theoretical Physics group (Ed Copeland and Mark Hindmarsh) have been awarded a new rolling grant in Particle Cosmology following a recent PPARC initiative in this area.

These rolling grants provide four years of support and are worth a total of £780,000.

Co-opt out - the case of the disappearing ‘tardis’

Observant Bulletin readers may have noticed the recent demise of the Co-operative Society cash machine from outside York House. After two years, the Co-op decided not to renew the lease and dismantled the facility. John Golds, Senior Assistant Finance Officer (Estates) commented, “Both Co-op and Lloyds had two-year leases and Co-op elected to withdraw because it wasn’t doing sufficient business. The University is not in a position to ensure that those facilities are continued.”

However, students with Link accounts shouldn’t panic: from 20 November, Co-op customers will be able to use the campus Post Office for personal banking. This facility will allow account holders to both cash cheques and pay in money.
HYPOTHERMIA SAVES ENERGY says Batwoman Jessa

With the clocks turned back and bonfire night upon us, most of us are preparing to keep warm. Our local bats, however, need to stay cool during winter to save energy, says BIOLS batwoman, Jessa Battersby, veteran of many a midnight vigil in church and churchyard. At this time of year, says Jessa, bats are seeking winter roosts with an ideal constant temperature roughly the same as the main compartment of a domestic fridge.

Active bats have a very high metabolic rate which can be sustained only by a voracious appetite. A single pipistrelle may eat 3000 insects per night. Even during summer, bats reduce overall energy requirements by daytime torpor, finding cool resting places and allowing body temperature and metabolic rate to fall, a sort of adaptive hypothermia. In winter, the situation is much more serious because of the lack of food. Bats survive this by going into hibernation, a much more profound state of hypothermia in which, in a suitably cool roost, the body temperature may drop to just above freezing point and metabolism ticks over so slowly that it is hard to distinguish any sign of life. An active bat may have a heart rate of about 1000 per minute but in hibernation this may go down to one heartbeat every minute or so.

At this low metabolic rate, a bat’s energy store can last the winter, leaving sufficient energy for spring arousal, when the bat must warm itself up again. If it is woken prematurely it may use too much of this precious store. It is important, says Jessa, to let sleeping bats lie!

What the papers say

EDUCATION is not a right or a privilege, it is a drug, says Andy Daniell in the Guardian. In the midst of the same-old news in which the word ‘university’ is synonymous with ‘debt’, ‘tuition fees’ and ‘fiasco’, Andy’s ode to learning makes for refreshing reading. Recollecting his undergraduate days, he blames his ill-health on “a heady cocktail of reading and essays”. Who says students are here for the [cheap] beer?

MEANWHILE in the Centre for Computational Neuroscience and Robotics, Dr Adrian Thompson has been evolving silicon chips to find better circuit designs. The task was to convert certain frequencies into voltages, and Adrian ran 3,500 generations of chips to create the best design. Sounds clever? He confessed to the Telegraph that he didn’t have the faintest idea how it works.

WATCH out for “trivial, banal, inane, vacuous and offensive works” at the Tate Gallery, says the New Metaphysical Art movement in the Economist. Peter Abbas of USIE and a member of the NMA, objects to exhibits including earplugs made from fluff collected from St Paul’s Cathedral, and a piece called ‘white shirt burnt by a meteorite’, shortlisted for the 1997 Turner Prize. Peter accused this type of art as lacking “any personal meaning, or any way of interpreting the world.”

ROKPA Poverty Awareness Dinner

ROKPA (the Tibetan word for ‘help’, and a University Society), is holding a Poverty Awareness Dinner on Tuesday, 11th November from 6.00 pm in the Refectory, Level 1. All tickets are £2.50. Upon presentation of a ticket at the door, each person will be invited to take a piece of folded up paper, which will inform them whether they are ‘rich’, ‘middle class’ or ‘poor’. The rich 5% will be served a 3-course vegetarian meal with wine; the 15% of ‘middle classes’ will dine on vegetarian curry, rice and a soft drink; but the 80% ‘poor’ will dine on rice and water. Tickets are on sale in IDS Reception, as well as from the School Offices of AFRAS, EAM, SOC, COGS, CCS, and the International Office.

It is hoped to have two after-dinner speakers, one speaking on poverty in the developing countries, the other on local homelessness. A video will also be shown of ROKPA’s work in Tibet. The evening will end with a grand raffle. ROKPA raised over £600 on campus last year for poverty-related issues in Tibet, Nepal and the homeless in Sussex. Unlike most regions of Africa or South Asia, Tibetan poverty is exacerbated by extreme cold in winter, and a high proportion of people’s income has to be devoted to simply keeping warm. Please help ROKPA to help them — just £2 buys a cooker for an entire family in Tibet.
**What's on...**

**Lectures, Seminars, Colloquia**

- **Monday 3 November**
  - 2.00 pm Particle Physics Seminar: Mike Seymour (RAL). Hadronization and power corrections in QCD. Room Pevensey 2A1
  - 4.00 pm CULCOM Lecture: Daniel Dayan (CNRS, Paris). Six narratives in search of a festival. CCS Common Room
  - 4.30 pm Neuroscience Seminar: Randolf Menzel (Berlin). Neural and cellular basis of learning and memory in bees. Biology Lecture Room
  - 5.00 pm Sociology & Social Psychology Seminar: Yoshi Kashima (Latrobe University). Culture and mind: towards a social psychology of cultural dynamics. Room D310
  - 5.00 pm Women's Studies Research In Progress Seminar: Normita Recto (University of the Philippines). Title t.b.a. Room D510

- **Tuesday 4 November**
  - 10.15 am COGS Open Lecture: Margaret Boden. The birth of consciousness. Room C133
  - 10.15 am British and American Universities, Past, Present, Future: Ted Tapper & Rupert Wilkinson. Student revolts: were the 1960s new? Room EDB 121
  - 12.30 pm Sussex Life History Research Seminar: Kay Morris Matthews (University of Auckland). Knowledgable insiders: issues and dilemmas in New Zealand life history research. Room EDB 302
  - 4.00 pm COGS Seminar: Bly Whitby. After Turing - cognitive science without imitations and games. COGS SC 11
  - 4.15 pm Biochemistry & Genetics & Development Seminar: Emma Lloyd (University of Leicester). Chemical, spectroscopic and functional investigations of ascorbate peroxidase. Biology Lecture Theatre
  - 4.30 pm Social & Political Thought Seminar: Jenneth Parker. On the importance of feminism rethinking of reason and emotion in understanding the new politics. Room D630
  - 5.00 pm Social Anthropology Seminar: Akbar Ahmed (Cambridge University). Showing and discussion of documentary film: Dure to dream: the making of the feature film Jinnah. Room EDB 121
  - 5.00 pm International Relations & Politics Seminar: Neil Stammers. Social movements, power, rights. Room D640
  - 5.15 pm German Research Colloquium: Anthony Grenville (Research Centre for German & Austrian Exile Studies, University of London). Jewish refugees from Hitler in Great Britain. Room A155

- **Wednesday 5 November**
  - 1.30 pm Sussex Centre for Optical and Atomic Physics Seminar: Wilson Sibbett (St Andrews University). Femtosecond lasers: optical drivers for X-ray to T-ray sources. Room Pevensey 2A2
  - 2.00 pm USEI Seminar: Pat Drake, School-based mentors' assessment of professional competence. Room EDB 125
  - 4.30 pm Centre for Legal Studies Seminar: Sally Sweeney (Queens University). A responsible body of medical men: revisiting the Bolam test. Room D610
  - 4.30 pm History of Art Work In Progress Seminar: Tom Flynn (Henry Moore Foundation Fellow). Who put the 'P' in polychromy? Some reflections on the theme of 'colour' in nineteenth century sculpture. Lecture Theatre A5
  - 5.00 pm English Graduate Colloquium: Abdulrazak Gurnah (University of Kent). Imagining the post-colonial writer. Room D640

**Monday 3 November -- Sunday 9 November**

- **Thursday 6 November**
  - 11.30 am Economics Seminar: Mike Sumner. Title t.b.a. Room D310
  - 12.30 pm History & Gender Seminar: Jennifer Morawiecki. 'The peculiar mission of Christian womanhood': English perceptions of the Indian woman and the Zenana, 1880-1920. Room D520
  - 4.00 pm Experimental Psychology Colloquium: Kate Plaisted (Cambridge University). Perception, perceptual learning and perceived similarity in autism. Biology Lecture Room (FP 3.9)
  - 4.00 pm Geography Research Seminar: Mark Drian. How to landscape evolutions: a palaeoclimatological perspective. Room D610
  - 4.00 pm Chemistry, Physics & Environmental Science Colloquium: S Mann (Bath University). The science of small-scale structures: from magnetic proteins to skeletons in the beaker. Chichester Lecture Theatre
  - 5.00 pm Sussex Development Lectures: Melissa Leach. Environment and development: global orthodoxies and local agendas. Room A1
  - 5.00 pm History Work In Progress Seminar: Steve Hindle (University of Warwick). Bread, fuel and dope: order and expediency in a forest economy, 1600-1800. Room A155
  - 5.00 pm Centre for Modern French Thought Seminar: Michael Temple (Birkbeck College, London). A propos d'histoire et de cinema: the recent work of Jean-Luc Godard. Room A71
  - 5.00 pm Centre for Statistics & Stochastic Modeling Seminar: Frank Duckworth (Editor, RSS News). The mathematics of one-day cricket. Room Pevensey 2A2
  - 6.00 pm Meeting House Lecture: Professor Gordon Conway, Vice Chancellor & Chair of the Runnymede Trust. Islamophobia. Quiet Room

- **Friday 7 November**
  - 11.30 am Topology, Algebra & Geometry Group Seminar: C J Mulvey. Foilis quantales and orthomodular lattices I. Room Pevensey 2A1
  - 2.00 pm SPRU Seminar: David Albury (Head of Education Sector Development for the Office of Public Management). The strange case of the missing references: technical change in higher education. Room EDB 121
  - 4.00 pm Astronomy Centre Colloquium: J Bagla (Cambridge). Evolution of galaxy clustering. Room Pevensey A17
  - 4.30 pm Philosophy Society Seminar: Terry Difffey. Art or nature? Sibley vs. Wollheim. Room A155

**Miscellaneous**

- Lunchtime lecture at the Meeting House on Tuesday 4 November in the Quiet Room. Moses and the Buddha by Michael Kagan, is a talk which compares the two leaders and their journeys.
- Writers Group meet every Wednesday at 6.15, Room EDB 303. An informal meeting for anyone interested in creative writing. All welcome. For more details, contact Jonny 748405 or Matthew, 672364
- International Wives Group - a social group of international and international partners meet Wednesdays from 10.00 a.m to 1.00 p.m in York House TV Room. Make friends by using and improving your English. Contact Gillian Hall on ext. 8323 for further details

**Database Courses** - The Computing Service will be running a two-part database course using Access during week beginning 10 November. Contact Computing Service Reception for more details on ext. 8090

UNICEF cards and gifts will be for sale in the Refectory building every Monday from 12.00 to 2.00 pm

**Career Development Talks**

Free talks are given by employers to describe graduate opportunities in various fields. Please sign up in advance at the CDU.

- **Monday 10 November**: Teaching English abroad, 5.30 pm, CDU Information Centre, first floor Falmer House
- **Tuesday 11 November**: The world of advertising, Saatchi & Saatchi, 6.30 pm, top floor Refectory
- **Wednesday 12 November**: Opportunities in the European Commission for UK nationals, European Fast Stream, 6.00 pm, CDU Information Centre, first floor Falmer House
- **Thursday 13 November**: Lobbying work, 5.30 pm, CDU Information Centre, first floor Falmer House

**Small Ads**

**FOR SALE**: B-reg Volvo, £150. Contact 389968

**TO LET**: one bedroom flat with garden, close to Hove station, £350 per month. Contact Kate on ext. 8743 or e-mail kate@biols.sussex.ac.uk

**FOR SALE**: D-reg Peugeot 309, 62,000 miles, good condition, 5-dr, full service history, £1,200. Contact Mike on ext. 2761 or 557999

**FLAT WANTED**: research officer in IDS needs one bedroom flat in Brighton for one year from beginning of November, e-mail: RS132@econ.cam.ac.uk

**WANTED**: extra sociology coaching for A level student. Contact Catriona on 474278 or e-mail: ale27@iol.com

**WANTED**: Estonian language speaker to give lessons to complete beginner who intends to travel around the country next summer. Contact Simon on 699461, evenings (except Mon/Weed)

**LOST**: unusual long-linked gold necklace of great sentimental value. Lost during afternoon on Wednesday 15 October. If found, please contact ext. 8256 or 542236

**Bulletin**

The Bulletin appears every Friday of term, with copy deadline the preceding Friday lunchtime. We welcome any suggestions for news, events, letters and small ads. Please contact the Information Office, Sussex House on ext. 8209 or e-mail: bulletin@sussex.ac.uk
Many of the Dearing recommendations reflect our own aspirations and often our current practices, but this recommendation is especially significant for Sussex. Our founding, over thirty-five years ago, was based on an attempt to improve the balance of breadth and depth in the undergraduate curriculum and the recent paper on ‘Sussex in the 21st Century’, adopted by Senate and Council, recommends that Schools and Subject Groups should consider and develop the concept of ‘Learning in a Context’ and make appropriate revisions to the curriculum.

In this article I lay out some of my ideas of what constitutes ‘Learning in a Context’. I should stress, however, that these are ideas for discussion; they do not constitute a blueprint. The basis for delivering learning in a context is our system of Schools of Study. It is for each School and each Subject Group to define what is meant by the concept, and what are the implications for both students and staff.

One question that has to be asked is, ‘Why is it of benefit for a student to study, say, history in the School of European Studies or, say, biochemistry in the School of Biological Sciences?’ In particular, we have to explain why this experience for the student is preferable to studying history or biochemistry in a conventional university department.

Another question is, ‘Why is it of benefit for a particular individual to study, say, history in EURO rather than SOC?’

If we can answer these questions, both in general and in the particular, we should be able to improve the educational experience of our students and be more attractive to potential applicants. We ought, at the very least, to have good answers to these questions when applicants come for open days or interviews.

I suggest there are seven ingredients of ‘Learning in a Context’:

**Contextual Courses**

The first of these consists of the contextual courses, offered by most schools, which aim deliberately to place a student’s major within a broader set of knowledge and questions. Examples are the *Idea of Europe* and the *Modern European Mind* in EURO, *Foundations of Social Sciences* in SOC, and *Introduction to Cognitive Science* in COGS. In AFRAS there are two contextual streams – Development Studies and
Culture and Social Transformations. In ENGG there is a common first year for all engineering specialities.

In other schools the courses are fundamental to the broad remit of the school, such as Evolution in BIOLS, or provide valuable complementary material such as Aesthetics or Black Women’s Writing in EAM.

Also under this heading is the Arts/Science scheme whereby science students chose from some twenty arts-based courses. I am pleased to see that serious examination is underway of possible offerings in the sciences to be taken for credit by arts students.

In these and the many other examples I could cite it is crucial that we are explicit about the benefits the student’s understanding of his or her specialism obtains from the contextual experience. A careful review of all contextual courses by both the schools and subject groups would be helpful and might result in a greater rationalisation of the programmes being offered.

**Interdisciplinarity**

Interdisciplinarity has been the traditional strength of the Sussex undergraduate experience and it is an essential component of many of the contextual courses listed above. But in many schools, courses are offered as being explicitly interdisciplinarian. For example, in year 2, EAM students take ‘an interdisciplinary course, in which the methods of two distinct but related disciplines are brought to bear on a problem or period’. There are similar offerings in other ‘Arts’ schools, although few or none in the sciences and engineering.

The critical questions are, again, what do such courses contribute to the student’s understanding of his or her specialism and of his or her school experience? Interdisciplinarity implies achieving a level of insight and understanding that transcends the individual disciplinary parts. It is a product not only of subject matter and materials but also of the capacity of faculty to interact with each other and students to interact with each other, as well as faculty interacting with students. It is a tough challenge for all involved but if successful is of extraordinary value and, as we know, much appreciated by our students in later life.

**Two Subjects in a Context**

At Sussex it is also possible to study joint subjects or major/minor combinations, sometimes cutting across schools. For example, in SMS, students can take Mathematics and Artificial Intelligence, or Mathematics and Economics, or in a major/minor combination Mathematics with Environmental Science or Mathematics with Physics. Such combinations are commonly available in other universities, although sometimes we offer rare combinations which are attractive. The questions to be asked are: does the combination enhance the joint study and, more important, are there opportunities in the curriculum for students to gain from the interaction between the two subjects being studied?

**An International Context: Languages, Area Studies and A Year Abroad**

The international context has been an especial strength of Sussex. We pride ourselves on being an international university. Many of our faculty have come from overseas - for example, from continental Europe, North America, Asia and the former Soviet Union. At any one time over 2000 students from overseas - drawn from over 100 countries - are studying at Sussex. As a result, all students have the opportunity of interacting with students and faculty from different cultures, and from different religious and political backgrounds.

In addition, over 20% of our students take a language as a major or minor subject and spend a year abroad. This experience is not confined to EURO, EAM and AFRAS. Students in all the science schools can, if they wish, add a language to their specialism and spend a year abroad, involving academic study and work experience. All subject groups now have formal ERASMUS/SOCRATES links.

While we were among the pioneers in the year abroad study, this is now available at most universities. Our future distinctiveness must rely
on the quality of the preparation for the year abroad and the increasing recognition of the academic attainments of the students while abroad. The new programme in economics leading to a joint BA from Sussex and a Maîtrise from Grenoble may be a model for the future. Such arrangements may be attractive to students who are increasingly having to pay for their year abroad. Again, questions for us concern the extent to which language majors gain from the contextual courses and the degree of the interaction between a language minor (eg Italian) and non-language major (eg Mathematics). The benefits need clear articulation. We should also be considering new languages (eg Chinese) and new year abroad locations (eg Southern Africa).

A Context of Skills
We have long considered that our curricula and our teaching and learning style help to develop a high level of intellectual and analytical skills. These are transferable skills in the sense that although acquired in one context they are readily applicable in others, and hence equip students to cope with a wide range of challenges in later life. It is now clear, however, that we need to be more explicit in defining these skills and how they are acquired. In particular, students need to be more aware of the process of learning skills and of their attainments at each stage in their degree programme. To some extent we may need more generic courses in skills, taken for credit, but for the most part skills should be embedded and hence taught and acquired in subject and school courses.

In addition to transferable intellectual skills, there is a need for more explicit recognition of transferable professional and vocational skills in such areas as law, engineering and education. These are skills gained during the course of professional or vocational training in one subject area that may be applied in other areas. One example is the course in Dispute Resolution offered by CLS. The Management Studies programme available to science and engineering students also provides training in a range of skills of this kind.

A Regional Context: Work Experience
The great majority of our UK students (over 75%) come to us from the south-east of England and most will stay and work in the region. We interact closely with a number of FE colleges and Colleges of Higher Education in the region, indeed a significant number of students pursuing Sussex degrees are registered at these colleges. The partnerships provide opportunities for access and progression and for joint degree programmes, such as the BSc in Broadcasting Engineering planned with Ravensbourne.

In a number of subject areas, notably in education and in social policy and social work, the training we provide involves practical experience in the region, for example in schools and local government. We are also planning to develop a new Medical School whose curriculum will be largely delivered in district hospitals and primary health care centres.

Increasingly we are engaged in collaborative research projects with large companies in the region (such as the pharmaceuticals and automotive design companies) and with small and medium enterprises. These should provide growing opportunities for work experience. We currently run a few sandwich degree programmes, for example in biochemistry. We know them to be popular, largely because of the high likelihood of subsequent employment. We should explore other sandwich programmes in the sciences.

The Career Development Unit and the Teaching and Learning Development Unit already sponsor a number of work experience programmes including the one-day work shadowing (with considerable help from our alumni) and the STEP programme. We should aim to greatly expand such programmes, making them available for all students, building on existing knowledge including the contacts generated by the Student Employment Office, which besides providing income, gives students valuable work experience.
The Student Experience

Finally we should explicitly recognise that students pursue academic studies in a supportive and diverse environment. Key elements in this environment are the library and computing services, the bookshop and other consumer facilities, the welfare services, the Gardner Centre, sports, and a wide range of activities sponsored by the Students' Union. The environment includes, of course, not only the campus but Brighton and the surrounding countryside.

Central to this experience, however, is the existence of a diverse student body, varied in age, social and economic class, ethnic, cultural and religious background. In many respects students can gain as much from interaction with their fellow students in class or in their social life as they do from the formal teaching.

One of the consequences of the 21st Century Strategy Paper is that we are setting up a working group to examine the Student Experience at Sussex and to seek ways whereby it may be improved.

I hope you will take forward these ideas in School and subject meetings. I would also appreciate hearing from you either by letter or email, or by meeting with you in small groups.

Gordon Conway
Vice-Chancellor