



ABER *News*

Giving a lift to the helicopter heroes

Professor Elizabeth Treasure has announced that Wales Air Ambulance has been selected as the Vice-Chancellor's Charity of the Year for 2018-19.

The Vice-Chancellor made the announcement on Tuesday 17 July, in the first of this year's graduation ceremonies.

Each year the Vice-Chancellor's Charity of the Year appeal seeks to raise as much funding as possible for a worthy cause, and provide a fundraising focus for staff, students and the community. Charities are nominated, and voted for, by University students and staff.

Wales Air Ambulance is an all-Wales charity which provides emergency air cover for those who face life-threatening illness or injuries.

Covering the whole of Wales every single day, its helicopters attend around 2,500 missions a year, covering rural countryside, bustling towns and cities, along the Welsh coastline and across vast mountain ranges.

Since its launch on St David's Day 2001, Wales Air Ambulance has carried out over 28,000 missions.

Wales Air Ambulance is funded by the people of Wales; relying entirely on charitable donations, fundraising events and membership of its in-house Lifesaving Lottery to keep the helicopters flying.

The University students and staff look forward to working with the Wales Air Ambulance team over the coming year.

2 Honorary Awards



4 TEF Gold



8 In addition to the day job



10 Changing the culture and enhancing employability



14 Aber alum cycles the globe



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2018 Honorary Awards

Eight Honorary Fellowships will be conferred during graduation week 2018 along with two Honorary Bachelor degrees.

Honorary Fellowships will be presented to

Professor Ann Sumner - art historian, exhibition curator and museum director.

Bonamy Grimes MBE - web entrepreneur and co-founder of flight price comparison website Skyscanner.

Euryn Ogwen Williams - experienced broadcaster and seminal figure in Welsh media.

Ian Hopwood - former UNICEF representative and policy evaluation expert.

John Dawes OBE - former rugby union player and coach.

John Thompson - technology entrepreneur and software designer.

Professor Menna Elfyn - award-winning poet and playwright.

His Honour Judge Milwyn Jarman QC - leading judge.

Author and scholar, the late **Professor Meic Stephens** (1938-2018) was awarded an Honorary Fellowship at a special ceremony on 3 May 2018.

An **Honorary Bachelor of Science Degree** will be presented to retired Station Manager of Aberystwyth Fire Station, **Eric Harries**, who organised and led 50 humanitarian missions to help the innocent victims of war.

An **Honorary Bachelor of Arts Degree** will be awarded to **Sue Jones-Davies**, actress and singer, town councillor and former Mayor of Aberystwyth.

Excellent customer service at Information Services

The quality of the customer service provided by the University's Information Services (IS) department has been acknowledged by an independent review.



IS, which provides a broad range of library and information technology services across all areas of the University, has been awarded its Customer Service Excellence accreditation for three more years.

The review by Customer Services Excellence assessor Anthony Lishman also concluded that Information Services went beyond what would be expected in eight areas.

As a result, the team has been awarded Compliance Plus status for engaging and consulting with customers; leadership, policy and culture; the quality of information provided; cooperating with other providers, partners and communities; and the professionalism and attitude of staff.

First awarded to IS in 2015, the government-backed Customer Service Excellence accreditation assesses organisations on the basis of delivery, timeliness, information, professionalism and staff attitude.

Considered an indication of quality and excellence in customer service, participating institutions are required to undergo a full review every three years.

Highlighted for praise in the review's findings are the 'sophisticated communication channels that [IS] uses to interact with its customers', including the recently launched ApAber.

Order of ceremonies for Graduation 2018

Ceremony 1 - Tuesday 17 July
11am English and Creative Writing; History and Welsh History; Art

Ceremony 2 - Tuesday 17 July
3pm Business, Modern Languages; Education; Welsh and Celtic Studies

Ceremony 3 - Wednesday 18 July
11am Biological, Environmental and Rural Sciences (IBERS); Theatre, Film and Television Studies

Ceremony 4 - Wednesday 18 July
3pm Biological, Environmental and Rural Sciences (IBERS); Information Management, Libraries & Archives

Ceremony 5 - Thursday 19 July
11am Law; Psychology

Ceremony 6 - Thursday 19 July
3pm Computer Science; Mathematics; Physics

Ceremony 7 - Friday 20 July
11am International Politics; Geography & Earth Sciences

As part of the two day review, students and staff were consulted on the quality of services provided by IS.

Student feedback included an appreciation of how helpful staff are, with one student remarking that 'nothing was too much trouble' for staff, and there is always a 'willingness to see a solution'.

Nia Ellis and Elizabeth Kensler, Customer Services Managers at IS, said: "We are very proud of all the efforts by our staff and partners at the University for achieving this award, and it reflects Information Services' continued commitment to putting the customer at the heart of everything we do."

Further information about the Customer Service Excellence award is available at www.customerserviceexcellence.uk.com.

The Vice-Chancellor's Column



A year ago, I was preparing to take part in my first Graduation ceremonies as Vice-Chancellor of Aberystwyth University. The months have flown by and once more, we gather together for what is a pinnacle in our academic calendar. Graduation is a joyous time as we celebrate our students' success after several years of study with us. We wish our graduates well as they move on to take up jobs or further study.

I know that many members of staff will keep in touch with those they have taught over the years and follow their progress with interest. This year's graduation brochure includes inspirational profiles showing where a group of our 2017 graduates are now. They're working in Artificial Intelligence, International Relations, Marketing, Ecological Consultancy and a range of other careers as well as postgraduate study. Knowing that we have played a key part in setting our students on a path to their future career is heart-warming and I am grateful to staff who have made such efforts in recent years to embed employability skills across our programmes. The results of those efforts are reflected in the latest data from the Higher Education Statistics Authority (HESA), which show that 96.8% of last year's graduates are either in work or further study. Let's continue to improve and give our students the very best chance to pursue lives of success.

One of the delights of attending the recent celebrations to mark the centenary of the Department of Geography & Earth Sciences and the annual reunion of our Old Students' Association was finding out how far and wide our graduates have travelled since their days as an Aber student. We have alumni across the world, from California to China, New South Wales to South Africa and Kazakhstan to the Kalahari. What binds us together of course is a shared love of Aber and all that this University represents. I would like to express my sincere gratitude to all those who helped organise the weekend of celebrations 29 June - 1 July, and look forward now to marking a century of teaching international politics at Aberystwyth in the 2018-19 academic year.

I know that much of the work carried out by staff can go unsung so I am delighted that as well as showcasing our students' successes, this year's Graduation also celebrates the achievements of some of our academics. For the first time during a graduation ceremony, two Research Impact Awards are being presented in recognition of two projects which are

making a real difference to the world in which we all live. Dr Andy Hardy from the Department of Geography and Earth Sciences is one recipient for his work on the use of drones to help eliminate malaria in Zanzibar. An award also goes to Dr Elin Royles, Dr Catrin Wyn Edwards and Dr Huw Lewis from the Department of International Politics for the detailed policy work they're doing on Welsh and other minority languages. We have many other deserving projects of course and in the coming months and years, I hope we can shine an even brighter light on the ground-breaking research carried out at this University.

What shines particularly brightly for me at the moment is the Gold award we received in the 2018 Teaching Excellence Framework (TEF) in June. The comments of the TEF panel were a ringing endorsement of the initiatives that have been put in place and the efforts by staff to make the learning experience here even better. If you haven't already had a chance to do so, do take time to read what they have to say about our "strategic and innovative approach to ensure outstanding student engagement with learning", with students from all backgrounds achieving "consistently outstanding outcomes" and acquiring the "knowledge, skills and understanding that are most highly valued by employers."

Much has been achieved in the past 12 months in what has been a challenging year for all. We have been making far-reaching but necessary changes for the long-term good of this institution and I am fully aware of the impact this can have on individuals. As we begin a new academic year in September, my hope is that our Sustainability Implementation Plan will almost be completed and we can continue to rebuild and invest for the future. In the meantime, I would like to thank you all for your hard work over the last academic year and wish you all the best over the summer.

Professor Elizabeth Treasure
Vice-Chancellor



Gold award

Aberystwyth University has been awarded Gold in the Teaching Excellence and Student Outcomes Framework (TEF) published on 6 June 2018.

The University achieved the TEF's top rating for delivering consistently outstanding teaching, learning and outcomes for students, of the highest quality found in the UK.

In its statement of findings, the TEF Panel commented that students from all backgrounds achieve "consistently outstanding outcomes" and cited Aberystwyth's "strategic and innovative approach to ensure outstanding student engagement with learning".

The report goes on to note that student satisfaction with assessment and feedback, and rates for continuation and progression to highly skilled employment or further study, are all above the University's benchmark.

The Panel said its decision to award Gold to Aberystwyth reflected, in particular, evidence of:

- course design and assessment practices that provide scope for outstanding levels of stretch, ensuring all students are significantly challenged to achieve their full potential, and acquire knowledge, skills and understanding that are most highly valued by employers
- a strategic and innovative approach to ensure outstanding student engagement with learning
- an extensive and embedded commitment to developing and rewarding excellent teaching
- substantial investment in e-learning to promote outstanding opportunities for learning
- a wide-ranging commitment to embedding employability into the curriculum and co-curriculum
- a comprehensive and integrated approach to Welsh language teaching.

Professor Elizabeth Treasure, Vice-Chancellor, said: "Our mission at Aberystwyth is to provide an outstanding 21st century education and all-round student experience. We achieve results by combining our strengths as a historic research-led institution with the latest thinking in innovative teaching, research and first-class facilities.

"We want to equip our students with the knowledge, understanding and transferable skills that will enable them to thrive in their chosen discipline and their future careers. The commitment of our staff to the highest standards possible is reflected not only in the TEF Gold award but also our excellent NSS student satisfaction scores and our accolade as University of the Year for Teaching Quality 2018 in the Good University Guide."

Professor John Grattan, Pro Vice-Chancellor for the Student Experience, said: "Students at Aberystwyth learn and live in an exceptional environment, where staff go the extra mile to provide teaching which educates, inspires and challenges our learners to achieve their full potential. It is by working together that we achieve such high standards across our provision in English and in Welsh, and our heartfelt thanks go to the staff and students whose dedication and hard work have made this Gold award possible."

Bruce Wight, President of Aberystwyth Students' Union, said: "As an Aberystwyth graduate and an elected Students' Union officer, I know how hard this University works to ensure the best possible education and experience for students. There is close cooperation between staff, student academic representatives and union officers, which reflects the emphasis here on student engagement with learning and listening to the student voice. Detailed attention is paid to feedback and other key data, which means there is continuous improvement and innovation on the teaching front. This Gold award is well deserved and shows the value of an Aberystwyth education."

The TEF was set up by the Westminster Government to recognise excellent teaching in UK higher education providers by rating them as Gold, Silver or Bronze.

The ratings are judged by an independent panel of students, academics and other experts.

The results are designed to help prospective students choose where to study by providing information about the quality of undergraduate teaching in higher education institutions.

New primary and secondary teacher training programme

Aberystwyth University's pioneering teacher training programme has been granted accreditation for five years by the Education Workforce Council.



From September 2019, the University's School of Education will be delivering a new Postgraduate Certificate in Education (PGCE) offering two pathways to Qualified Teaching Status (QTS).

Student teachers can choose to follow either a Primary PGCE with Secondary Enrichment, or a Secondary PGCE with Primary Enrichment.

Professor Malcolm Thomas, Director of the School of Education at Aberystwyth University, said: "This is a pioneering, integrated programme which responds to the needs of teacher education in the 21st century, and which educates and develops student teachers to teach across both primary and secondary sectors. This ideology is in keeping with the Welsh Government's National

Mission and the new Curriculum for Wales, as well as with the increasing emergence of All-Through schools not only in rural authorities but also urbanised areas."

The PGCE programme has been developed in partnership with the local education authority - Ceredigion County Council - as well as primary and secondary schools in Mid Wales.

New report showcases Welsh universities' civic mission

A new report published by the Higher Education Funding Council for Wales (HEFCW) highlights the impact of universities on local, national and international communities.

Innovation Nation: On common ground was launched by HEFCW at a celebration of Welsh institutions' civic engagement activities in the Norwegian Church, Cardiff, on 13 June 2018.

The report includes more than 50 case studies showing how universities are working in partnership and playing an important role in both local and global communities.

Six case studies were included for Aberystwyth University, all of which demonstrate how the University is making a contribution to improving the social, economic, environmental and cultural well-being of people and places in Wales:

- The APT partnership between the Aberystwyth Arts Centre and the Penparcau Community Forum, funded by Cynnal y Cardi, to provide transferable work experience skills and training as part of an innovative arts pilot.
- The Aberystwyth Robotics Club for local secondary school pupils who work with student STEM ambassadors to design and build robotic platforms.
- The research on rural health and well-being carried out by the University's Well-being and Health Assessment Research Unit (WARU).
- The research on management of bathing waters by the Department of Geography & Earth Sciences to improve public health and bathing water compliance for Welsh and international communities.
- The Choice|Dewis Project led by the Law School to enhance justice-seeking opportunities for older people suffering domestic abuse.
- A public engagement event bringing together stakeholders from across Mid Wales to formulate alternative and sustainable futures for the region.

Speaking at the event in Cardiff, the Chair of Penparcau Community Forum Dylan Jones said: "Our partnership with Aberystwyth University has opened up a range of opportunities for people of all ages from Penparcau to learn new skills and find out more about how an organisation like the Arts Centre operates. As well as event management, creative workshops and training in the visual and performing arts, we've also benefitted from visits to Theatr Clwyd, Bangor's Pontio arts centre and MAC in Birmingham."

Professor Elizabeth Treasure, Vice-Chancellor at Aberystwyth University, said: "As universities, we have an important role to play in working with our local communities and economies, and to contribute to society as a whole through the impact of our research and education as well as the achievements of our staff, students and alumni."

"At Aberystwyth, our aim has always been to open the doors not only to those who want to study a degree programme or work with us, but also to those who live in the town and the wider area. We do this through our research and a range of engaging activities, including creative learning classes at our Arts Centre, fitness and well-being classes at our Sports Centre, lifelong learning, and Welsh for Adults classes. Our year-long partnership with the Penparcau Community Forum has been particularly inspiring and we hope to see further projects of this nature in the future."

HEFCW's *Innovation Nation: On Common Ground* report is available in full online: www.hefcw.ac.uk

The Welsh Language Standards

From April 2018, Welsh universities have been required to comply with the Welsh Language Standards set by the Welsh Language Commissioner. Dr Mari Elin Jones, Head of the University's Centre for Welsh Language Services, explains how Aberystwyth University is actively working to ensure that it meets the new requirements.

On 1 April 2018 the Welsh Language Commissioner introduced the Welsh Language Standards to Higher Education Institutions in accordance with the Welsh Language (Wales) Measure 2011.

The Standards consist of a set of 182 statements, set out in the Compliance Notice, noting how Aberystwyth University must act when providing services in Welsh.

Each Standard describes how specific tasks should be carried out and their aims are to clarify to the University its duty as regards providing services in Welsh, to explain to Welsh speakers what services they can expect in Welsh, and to ensure that the services offered in Welsh are of a consistent quality.

The Standards replace the Welsh Language Scheme but the principles and expectations are broadly similar, albeit with a much greater emphasis in the Standards on providing Welsh-language services proactively, by asking customers to inform us which is their language of choice.

Service delivery

Standards 68 and 93 are two Standards which come under the heading of 'service delivery'. Standard 68 notes that all reception areas must provide a service in Welsh so that Welsh speakers are not treated less favourably than those receiving that service in English.

Standard 93 refers to the allocation of a personal tutor who speaks Welsh to students who wish to have one. The University has already committed itself to providing this in its Welsh Medium Academic Plan (2016) which is promoted under the *Addewidion Aber* programme.

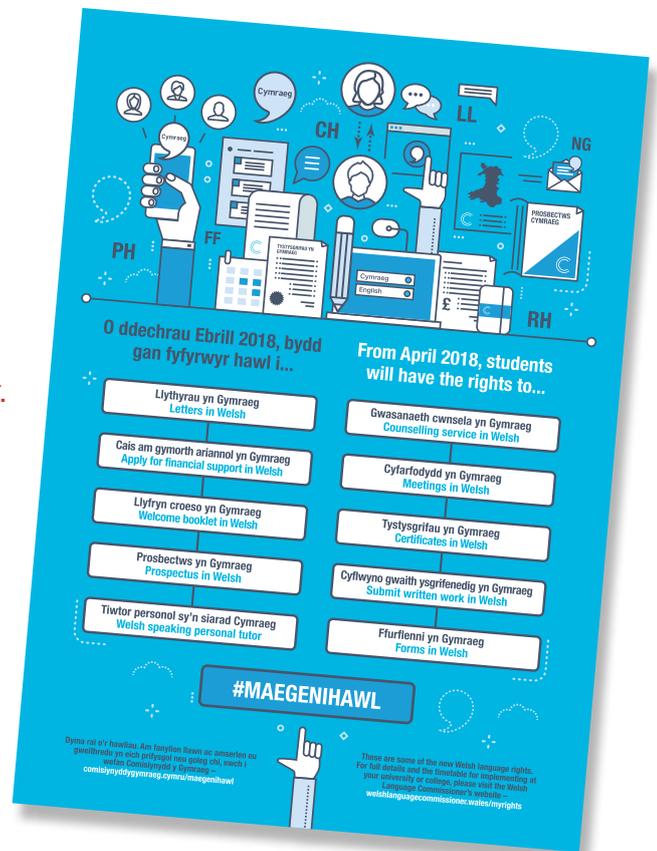
The Commissioner has launched a campaign to raise students' awareness of their rights - #MaeGenIHawl - [My Language Rights] and we will be working together with UMCA during the Welcome Week to spread the word among Aberystwyth University students.

Language Impact Assessment

Standard 94 comes under the 'policy making' requirements which require us to prepare a language impact assessment when making and reviewing policy. The University has a Language Impact Assessment form which must be completed in tandem with the process of making or reviewing policy.

Use of Welsh internally

As one of the 'operational' Standards, Standard 105 requires that the University draws up a policy on using Welsh internally. This policy will outline the commitments the University will



make to provide services in Welsh to its staff with the aim of promoting and facilitating the use of Welsh internally.

Recording staff language skills

The Standards listed under 'record keeping' refer to the information and data which must be collected in implementing the Standards, including Standard 158 which requires us to record the Welsh-language skills of the University's staff. Therefore, in order to comply with this Standard, it is essential that staff ensure that the records of their language levels are up-to-date on the AberPeople system.

Complaints

Students, staff and the public can inform the Centre for Welsh Language Services, by completing a form available on our website, if they believe that their ability to use the Welsh language has been compromised. The Commissioner may impose financial penalties if, following an investigation, the institution is judged to have failed to comply with the Standards. The University is expected to provide annual monitoring reports to the Commissioner on the implementation of the Standards.

Staff training

It is essential that staff and departments receive support in implementing the Standards effectively, and have an understanding of those which are relevant to their day-to-day activities. A programme of training workshops will be rolled out in time for the new academic year, but in the meantime the Centre for Welsh Language Services will be visiting individual departments and specific teams of staff to discuss the requirements of the Standards. If we have not already arranged to visit you, please get in touch to arrange a convenient time. Please don't hesitate to contact us also if you have any questions about the Standards and about working bilingually.

Dr Mari Elin Jones

Centre for Welsh Language Services
mlj@aber.ac.uk / Ext. 2049



Plastic free university campaign

Staff on a campus litter pick as part of the University's Plastic Free Day.

A campaign to make Aberystwyth the first Plastic Free university in Wales is being led by Sustainability Adviser Dewi Day, who's based in the Estates Department. With backing from the top, he's set up a Working Group and will soon be submitting the institution's official application for Plastic Free certification. He's been telling us more about his plans to make plastic pollution a thing of the past.

The Problem

Single-use plastics are used only once before they are thrown away or recycled. These include items like plastic bags, straws, stirrers, water bottles and food packaging. Globally around 300 million tons of plastic are produced each year and approximately half of it is destined for single use items.

Around 8 million pieces of plastic find their way into our oceans every day. A plastic bottle can last for 450 years in the marine environment, slowly fragmenting into smaller and smaller pieces which eventually end up microscopic but never truly go away. For wildlife such as fish, dolphins, seabirds and seals it can be deadly as they become entangled or mistake it for food.

The solution

We need to use less plastic, move towards sustainable products and services, and come up with technology that recycles plastic more efficiently.

What you can do to help

Avoid single-use plastics as much as possible. Carry a reusable water bottle, bring your own reusable coffee cup, bring your own shopping bags, say no to disposable cutlery and straws, dine in rather than take away, use reusable food containers, skip plastic produce bags, and help raise awareness of the issue.

What Aberystwyth University is doing

In May 2018 the University's Executive and Council gave their backing to our bid to become the first certified plastic free university in Wales. The scheme is based around phasing out single use plastics and is run by the environmental charity Surfers Against Sewage.

Hospitality services have been instrumental in reducing single use plastics at the University and have made numerous improvements including phasing out sauce sachets, disposable water cups, introducing biodegradable takeaway food packaging and cutlery and promoting the use of re-usable coffee cups.

We've set up a working group in Aber to help drive the initiative forward and develop an action plan to phase out single use plastics. I chair the group as Sustainability Advisor, and members are drawn from staff, students and the Students' Union. Chris Woodfield from the Plastic Free Aberystwyth Group is also an active member.

We held our first annual Plastic Free Day on Tuesday 26 June which included:

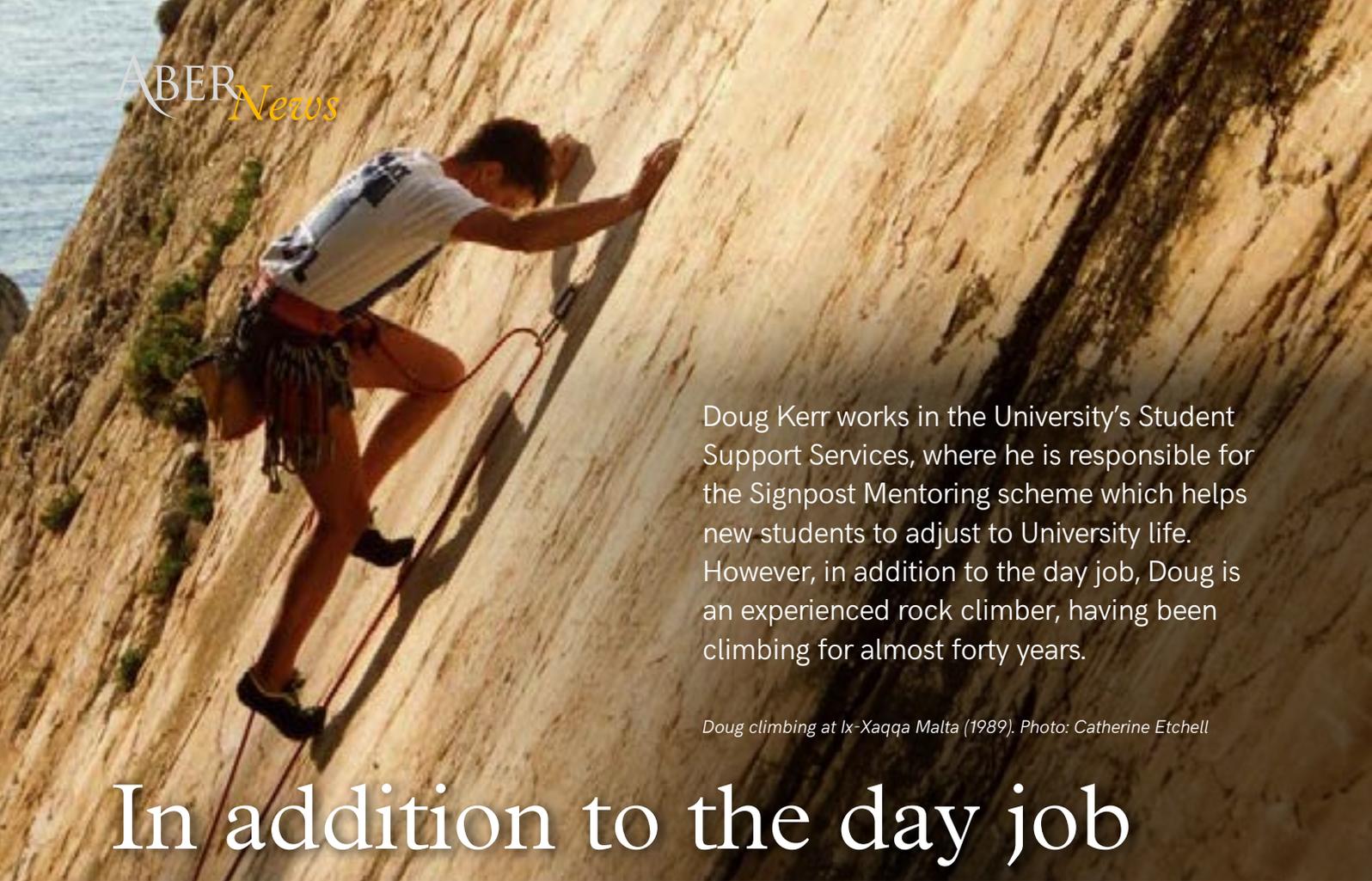
- Limiting the availability of a number of single use plastic items in our catering outlets
- A special offer on reusable coffee cups
- An awareness stand in the Piazza
- Guided litter picks
- A free screening of *A Plastic Ocean* in the Arts Centre.

We also asked all departments to make a pledge on the day stating how they plan to help make Aberystwyth a plastic free university.

As well as introducing AU-branded reusable coffee cups, Hospitality services are also looking at how we can become one of the first universities in the UK to introduce a disposable coffee cup charge for the next academic year.

Our application for Plastic Free certification is currently being prepared and our aim is to submit this to Surfers Against Sewage before the end of July. Further details of our work on single use plastics are available on the HSE webpages or contact me Dewi Day ded17@aber.ac.uk if you have any queries.

Dewi Day - Sustainability Adviser



Doug Kerr works in the University's Student Support Services, where he is responsible for the Signpost Mentoring scheme which helps new students to adjust to University life. However, in addition to the day job, Doug is an experienced rock climber, having been climbing for almost forty years.

Doug climbing at Ix-Xaqqa Malta (1989). Photo: Catherine Etchell

In addition to the day job

How and when did you discover your passion for climbing?

At Secondary School, for my educational sins, I was sent on an Outdoor Pursuits course at Ogwen Cottage. It felt very much like a Boot Camp until we were taken climbing at Tremadog. After being 'winched' up my first route (appropriately named Boo-Boo) I was hooked.

Climbing immediately occupied my free time until I left school. After school, for the next 15 years, decisions about where to study, work and live were based on the proximity of climbing.

Where are some of the places you have climbed so far?

Like many other climbers I have rock climbed extensively in the UK and a fair bit in Europe. I am not inspired by mountaineering so the greater mountain ranges have never featured on my horizon.

What do you think about whilst you're climbing?

Not much other than 'reading the rock' and making best use of the holds.

What is that you like about rock climbing?

A good question! When I started climbing it was the physical and mental challenge that, with a huge adrenalin rush, completely gripped me. But oddly enough I've always been wary of heights, for example when we were sightseeing in Paris I couldn't go out on the balcony on top of the Eiffel Tower as I was just too 'wobbly', so overcoming that anxiety in my climbing, I guess, has been a motivating factor as well.

As a youth I kept pushing myself to find a harder, better, steeper route than the last one. I eventually ran out of steam and life caught up with me. Now I am relaxed and philosophical about climbing.

The things I like most are the people I've climbed with and the amazing places that I've climbed. I've been lucky to have climbed with some truly wonderful people and I must also say that my first climbing partner - who was much older than me and a very experienced climber - had such a positive and important influence on my development both as a person and as a climber.

Have you ever been injured while climbing?

Yes, I broke my ankle in the Peak District on my 21st birthday! I have had a couple of close calls; I almost drowned on Lundy in the 1980's and recently, in the Elan Valley, I made a near fatal mistake and didn't tie a knot properly.

What are your favourite locations to climb and why?

With my Welsh roots Clogwyn Du'r Arddu is at the top of my list. High on the north flank of Snowdon this crag only comes into condition during dry periods. Steeped in climbing history it's the spiritual home of Welsh traditional climbing. Climbers become pilgrims when Cloggy is dry. Most of my best climbing days have been on Cloggy.

In second place would be Stanage Edge - a crag close to both my heart and our old home in Sheffield.

Now I'm very happy to potter about on the outcrops in the wonderful wilderness of the Rhinogau which provide equally superb technical climbing but without the Peak District crowds.

If you could pick just one route that you would like to climb where and what would it be?

The next one! I have several 'project routes' that I'm working on and one of these has occupied me for 18 months or so. Over the winter I've trained and dieted in the hope that I'll finally be

able to climb it this summer and, if I do, I'll be a very happy bunny.

I gather you have just published a guidebook for people climbing in this area? Tell us a bit about this.

Well, I'm one of the co-ordinating authors of *Central Wales: A guide to Climbing and Bouldering in Elenydd* which is the first ever guidebook to the local area. We started from scratch and it was a huge team effort over the best part of seven years. I got involved as I had some previous guidebook writing experience and I was really pleased to have the opportunity to contribute. The guidebook is available to buy at the Arts Centre Bookshop.

What advice would you give to somebody who was interested in giving climbing a go?

It's easy for me to say but try to start climbing outdoors; stay away from climbing walls. Join a local climbing group or club, go on an outdoor course or better still ask a friendly, experienced climber and pick a nice sunny day.

Going climbing may not change your life but the memory of a good day on the crags will last a lifetime.



*Doug and Dave Williams climbing in the Rhinogau (2018).
Photo: Don Sargeant*

*Doug and Anyela Camargo-Rodriguez climbing at Ynys Lochtyn in Ceredigion (2014).
Photo: Don Sargeant*



Changing the culture and enhancing employability

Dewis Choice is a four-year Big Lottery funded project worth £1.3m, which was awarded to Alan Clarke, John Williams and Sarah Wydall in 2015. Based in Aberystwyth Law School, the project is developing new approaches to tackling domestic abuse in later life.

The community-driven project involves over 280 volunteers from different settings across Wales and other parts of the UK. A significant proportion are students from the University, local schools and youth theatre.

To date Dewis Choice has welcomed Aber Forward internships, Aberaeron School work experience placements and sixth form Welsh Baccalaureate students.

Through their involvement in the project, the young people have had the opportunity to develop their knowledge and awareness about domestic abuse, sexuality, LGBTQ+ and healthy relationships. Many have also been given the opportunity to volunteer, and undertake training, research and work shadowing to enhance their employability skills.

The intergenerational element of the Dewis Choice project is beneficial to all involved, providing the young people with invaluable new skills, and allowing the project to gain an insight into intergenerational understanding of abuse in later life.

Changing the culture

Bystander Initiatives

Dewis Choice collaborated with Welsh Women's Aid to hold two Bystander Initiatives, to help male and female students recognise sexual harassment and abuse, and equip them with the skills and confidence to respond appropriately.

Demand for places was high, demonstrating an appetite for challenging behaviours that (through inaction) condone sexism, homophobia and harassment. The training also gave students the opportunity to speak with policy experts from Welsh Government and specialist frontline support services.

One female criminology student reflecting on her learning said, "Attending the course has made me more confident to speak up and safely intervene if I observe sexual harassment/abuse or domestic abuse. I can also see how some of the skills I have learnt will transfer over to the workplace, for example dealing with challenging situations and exercising diplomacy."

Following the success, another Bystander Initiative has been organised for later this year.



Left to right: Joint principle investigators, Professor John Williams, Sarah Wydall and Professor Alan Clarke

Safeguarding training

Alongside training the student population, Dewis Choice has provided crucial safeguarding training to senior staff and student support services at the University on violence against women, domestic abuse and sexual violence.

White Ribbon Campaign

Dewis Choice also promoted the White Ribbon Campaign to end male violence against women, and participated in the United Nation's "16 Days of Activism against Gender-Based Violence". This involved raising awareness of domestic abuse and the services available for help and support, such as student wellbeing services and West Wales Domestic Abuse Services.

Enhancing student experience and employability

Training

One of the accredited training courses offered to students by the Dewis Choice project was on Family Group Conferencing (FGC), run by specialist trainers DayBreak.

FGC is an innovative approach recognised across criminal justice and health and social care settings as an additional way of addressing family conflict. It involves facilitating a safe meeting for family and friends to come together with professionals to find the best solutions to addressing the problem within the family. In some instances this includes abuse by family members. The early intervention approach aims to promote healthy and positive forms of communication within the family unit to prevent escalation of conflict.



Aberaeron School pupils Stephanie and Miles who attended the Dementia Friends awareness session

Dewis Choice also hosted a Dementia Friends awareness session at the University, attended by students, colleagues and members of the public. Miles and Stephanie from Aberaeron School reflected, *"Before the dementia friends training session both of us regretfully admit that we knew very little about dementia. Now that we are more aware, we will try our hardest to wear our new 'dementia friends badge' to promote the message, the importance and the true reality of peoples' symptoms, so maybe other people can become more accommodating in their day-to-day lives."*

Research experience

Working as a research volunteer with the Dewis Choice Project is an ideal way for students to gain experience in academic research. The project has provided students with opportunities to design and develop analytical tools using qualitative and quantitative approaches.

Recently the Dewis Choice project began exploring media representations of domestic homicides from 2012-2017, building on the *Counting Dead Women* study undertaken by Karen Ingala Smith. As part of this element of the work, students have been given the opportunity to help analyse newspaper reporting on domestic homicides.

Sarah Wydall, Joint Principle Investigator said, *"Dewis Choice has opened up incredible opportunities for our student volunteers to go into different criminal justice, health and social care policy arenas. We have established relationships with over 3,000 practitioners, policy makers and public members at all levels nationally, regionally and locally. We are currently developing two films for the LGBTQ+ community, recognising abuse does not discriminate based on sexuality. This process and others will provide great opportunities for our student volunteers to further their skills and get involved in this new area of research."*

To find out more about the project visit: choice.aber.ac.uk and follow on Twitter [@choiceolderppl](https://twitter.com/choiceolderppl).

AberSU Column

Awards for AberSU

At the beginning of July, AberSU full-time Officers and staff attended the national NUS Students Unions 2018 Conference and NUS Awards at the Birmingham NEC, and were proud to come away with two awards.



Trish McGrath

The NUS Awards are an annual celebration of the extraordinary work which students' unions undertake each day whilst reflecting on the standout stories and achievements of the past year and current year.

The first award won by AberSU was the People Award, which *"recognises students' unions that have strengthened their commitment to their people and actively demonstrated principles of equality, diversity and inclusion."*

AberSU has been working hard over the last 2 years to develop a positive people culture, boost satisfaction and to develop as an employer in a number of ways:

- Staff structures, roles and pay scales were reviewed to ensure fairness, sustainability and appropriate staffing support for all aspects of the organisation
- Staff and Officers have received training to develop knowledge and skills in working in a democratic organisation and to build awareness of diversity and liberation
- Staff wellbeing is supported with a dedicated employee assistance programme and all staff can access two wellbeing hours a week to spend on wellbeing activity such as going to the gym, swimming, reading, walking or chatting with a brew
- All staff are consulted and involved in all major SU activity and strategy

The Democracy Award, which was also awarded to AberSU, *"recognises students' unions that have demonstrated and strengthened their commitment to democratic principles."*

Building a more positive and engaging representation and democratic culture where students shape the Students' Union and the University is a priority for AberSU. There is shared understanding that the organisation is still on a journey of development, but this Award recognises the hard work of staff and Officers to fulfil a strategic promise to give students the last word in a number of ways:

- A new strategy has been developed after extensive consultation with students in 2016 to guide all SU work.
- All staff now work to ensure that elections and democratic forums are more accessible resulting in record levels of candidates and a doubling of election turnout - 40% of students have been engaged in SU democracy in at least one way this academic year.
- Close and collaborative working with University staff to develop structures and support around course and subject level representation.

I would like to thank and congratulate all students, Union staff and University staff that have worked hard and supported each other to improve our organisation. We really do believe in our strategic vision of Aber students loving student life and being ready for anything, and these awards are a great milestone for us on our journey of continuous development.

Trish McGrath - AberSU CEO

Behind the scenes at Graduation

Graduation is a really busy time for members of staff right across the University, who pull out all the stops to make the occasion unforgettable for our graduates and their supporters.

There are the grounds-people who work hard in the weeks leading up to graduation, planting and trimming and making the campus look its best; the security staff who take on the mammoth task of coordinating parking for the thousands of extra cars that arrive on campus during the week; the person who sorts out the logistics of ordering the many different gowns for staff involved in the ceremonies; the team that prints the hundreds of degree certificates; the people who organise the departmental receptions; and many many more without whom Graduation week would not run so smoothly.

One group of people that works particularly hard to make sure graduation goes without a hitch, is the staff of Aberystwyth Arts Centre. The Arts Centre welcomes 7,000 visitors during the week and a huge amount of work goes on behind-the-scenes to make sure that each of those visitors has a positive and enjoyable experience.

We spoke to people from the front-of-house, catering and technical teams to find out what goes into organising the University's occasion of the year:

Auriel Martin

Operations and Planning Manager

Graduation is my favourite event of the year, the Arts Centre is full of happy people ready to celebrate their child's success and it is important to my team that they have the best experience possible.

In the weeks before the event, every nook and cranny of the Arts Centre gets special attention from both my in-house team of porters and the University's maintenance department. Repairing and painting, scrubbing and polishing until we look as good as we can. Before the first ceremony the stage is built, carpets are laid and seating is checked. If we are to welcome almost 2,000 people a day, there has to be a plan! The two things at the top of this plan every year are parking and toilets; mundane, but a bad experience with either can impact on the joy of the day.

This will be my 26th year managing the Arts Centre contribution to the Graduation experience and there are many stories to tell, but the happy ones are definitely in the majority.

Sarah Hughes

Bars Manager & Café Administrator

Graduation is the principle event of Aberystwyth Arts Centre, not only in terms of scale, but because of what it means to those students involved and their guests.

Many weeks of planning and ensuring that we have sufficient stocks help us to avoid hitches. When, as they inevitably do, hiccups happen it's mine and my team's job to ensure that nobody notices.

As well as the main graduation event, we also have to cater for a number of departmental receptions, each with their own requirements.

It's a bittersweet time as me and my team say goodbye to old faces, old colleagues that we will miss. We say goodbye, however, knowing that they are moving on equipped with hard earned qualifications. Also knowing that the 'Aber Magnet' gets them all in the end and returning alumni always get a warm welcome.



Left to right: Anne Tongue, Anne Griffiths, Maris Davies

Nick Bache

Technical Production Manager

Graduation is a busy time of year for the Arts Centre Technical team.

To allow access for all on to the stage we have designed and built a bespoke stage and ramp, which is assembled the week before graduation.

During the ceremonies we operate sound reinforcement and visual projection in the Great Hall.

We also work closely with the Department of Theatre Film and Television Studies to provide a live feed of the ceremonies over the internet, and facilitate arrangements for visitors who are not attending the ceremonies in the Great Hall to be able to watch on-screen in the Arts Centre Cinema.

Usually we do all this as well as producing the Arts Centre Summer season, but with Theatr y Werin closed for an electrical refit over the summer, we have a bit of respite for this year's graduation.



A minute with Jim O'Rourke

Towards the end of 2017, Jim O'Rourke was appointed as manager of the Old College renewal project.

An Aber alum and a former Chief Executive of Urdd Gobaith Cymru, Jim set up a project management consultancy in 2004. He has worked on a number of high profile developments in Wales including the Urdd's role in the Wales Millennium Centre and the £6m redevelopment of Nant Gwrtheyrn, and has provided consultant support to a range of heritage organisations, charities and local authorities to develop projects, staff teams and business acumen.

ABER *News* invited Jim to share his thoughts about the task ahead:

One of my favourite activities is to walk the prom and 'kick the bar'.

Throughout the year, at different times of the day and sometimes the night, I see a range of different people passing each other by on the prom: the dedicated runners, relaxed walkers, students having fun, nostalgic alums, surfers and families flocking to the beaches, the dog walkers, and tourists and visitors from around the world.

All of these pass by the Old College. Some take an interest, stop and try to find out what the purpose and history of this impressive building is. Others just pass like an old friend passes, with no time for a chat, just a wave or a small nod of the head.

Everyone in Aber knows of the Old

College. As well as being the University's spiritual and historic home, and creating a vista to challenge any of the world's universities; it also has tremendous potential to be useful.

However, not many of the people who pass by the Old College venture inside, and I think that will be the main challenge - attracting people to it as the main seafront attraction of west Wales.

As the project to regenerate and discover a new purpose for the Old College continues, I am enjoying the excitement amongst both academic and local communities, and the discussions within the team of experts who are working on the project - the architects, engineers, historic building experts, and business planning and heritage activity specialists.

Conversations are underway on how we can create easy access to the magnificent spaces; facilitate the movement of people and goods around the building; and provide activities, events and services that will attract diverse audiences from the local community, tourists and visitors, and ultimately create an appealing and viable attraction, as well as a key

University asset and a town centre facility for research and learning which reaches out to the local community and to the world.

We will also need to plan for a viable and sustainable future for the Old College, and will need to ensure steady and lasting income streams after the redevelopment is completed. Before that, there will also be a challenging period to secure grants and support from the University's alumni and friends and those who wish to see Old College as a valuable attraction and resource for Aber, Wales and beyond.

I look forward to consulting on our ideas over the coming months, as we assemble our plans. We will need to ensure that the schemes appeal to all ages, across a wide variety of interests and aspirations. Overall, there will be a clear focus on opportunities to bring the University closer to the local community while setting the Old College as a symbol, a well-known historical image and as a home to higher education that is of global importance to the future.



Aber alum cycles the globe

It is often said that graduation marks the end of one journey and the beginning of another. This was certainly true for Aber law graduate Josiah Skeats.

Ten months after graduating from Aber in the summer of 2014, Josiah, who comes from Herne Bay in Kent, took to his bike and set out on a cycling adventure that would take him around the globe.

Over the next two-and-a-half years Josiah travelled 27,000 miles through 33 countries across Europe, Asia and Australia, eventually arriving at his final destination of Sydney Opera House in February 2018.

ABER *News* spoke to Josiah about his experiences on the road:

What made you decide to travel around the world?

Since I was a teenager, travel has been my passion, particularly adventure travel which ties in neatly with my love of extreme sports. Whilst at Aber Uni, I squeezed it in alongside my law degree, but after graduating I chased all opportunities, from working on a horse ranch in America, to living as a seasonaire in a French Alpine ski resort.

While I was in my first year at Aber Uni, I was meant to be writing an essay when I stumbled across an online article about someone that had cycled around the world. WOW! I forgot the essay instantly. If he could do it, why couldn't I? I ran excitedly to tell my flatmates, assuming they would share my enthusiasm. They didn't. They told me I was stupid, that it was 'other people' who did things like that, and that I would probably die. Well now I was committed: I had to prove them all wrong while embarking on a massive adventure!

Why travel by bike?

It is not because I absolutely love cycling. In fact, when I left on this trip I hadn't been on a bike for a year!

Travelling by bike you don't just visit the tourist places, but the places and people in between. And this is where you get the real feel for the country. Cycling taught me the virtues of slow travel. It gives you a unique perspective on the world. You notice the small and subtle changes in the country you travel through. You are fully immersed in the landscape, smelling the smells (not always a good thing), hearing the sounds, and feeling the texture of the land.

The bike broke down barriers too. My vulnerability on the bike meant I was never seen as threatening, or as a rich tourist that the locals could make some money off. Cycling is so people-centric. A passing car beeps its horn for support, encouraging my weary legs to carry on for the last part of the mountain pass; an old man and a young boy come out of their hut to marvel at the strange person who's just stumbled into their small, unchanging world. Being on the bike fostered incredible relationships and interactions with people all over the world.

How did you feel when you set out?

Of the ten million pedal strokes that I've done, the first ten were the hardest. When I pedalled out of my front door in May 2015, I cycled out of my comfort zone from a place where I knew where my food was coming from and I knew where I was sleeping at night. I had to say goodbye to my family and my friends, and I take this huge step into the unknown, and hope that everything was going to be OK.

I was going in search of adventure and adventure found me quickly - after only a few kilometres, I had a puncture! The spare tubes I'd brought turned out to be the wrong size, so I tried to mend the tube myself, but I couldn't get the patch to stick. I was forced to ask a passing cyclist if they could patch the tube for me. After I was fixed up, the cyclist looked at my bike laden with panniers and asked me where I was going. With as much confidence as I could muster, I replied "Australia". He asked me where I had started, and I was forced to admit I'd only come 5 kilometres. He wished me luck and pedalled away laughing. Later that day, I rolled off the ferry in France, pointed my front wheel towards Australia, and began to pedal.

Out of all the countries that you rode through, which was your favourite and why?

India was my absolute favourite country because I was invited to stay with locals every night for four months. Each night they'd say "You can stay in my house and tomorrow you can stay with my cousin."

I also loved Turkey. It was the furthest East I had ever been and was a real eye-opener into how diverse the world is; even having been there two months, I was still being surprised every day by what I saw. I found the people friendly and hospitable, something they clearly pride themselves on, and was called over for çay teas, watermelons and chit-chats on a daily basis. The many unusual attractions from Pamukkale, bizarre calcium-rich hot springs (Google it!), to Cappadocia, even more bizarre other-worldly rock formations. Not to mention a mountain that's been on fire for 4,000 years which makes it a super exciting place to visit!

Were there any low points?

While cycling through the Himalayas I lost almost two stone in a month due to lack of food.

I also suffered eight bouts of food poisoning in two months whilst I was in Turkey.

Some of the countries I travelled through had their own challenges, especially where I didn't speak the language. I was denied entry into China, and arrested twice in Tajikistan.

However, the most challenging part of my journey was travelling through Myanmar in southeast Asia. It is not open to tourists and I had to sneak across the border, camp illegally and regularly scramble into bushes to hide from the police.

How did you feel when you arrived in Sydney at the end of your journey?

I felt so many emotions at once, but most of all I felt humbled and thankful.

As I covered the final leg of my journey, part of me was tempted to turn around and head back the way I'd come. For half a decade this had been my dream, the best thing I'd ever done, and I didn't want it to end.

The best thing about the whole experience was meeting a segment of the world's 7 billion people. I met the best of humanity, slept in the home of hundreds, shared a meal with thousands and shared the brief company of countless more. These are my most treasured memories.

In May 2015, before I left home, I wrote a blog post wondering what it would be like to reach Sydney. It made for interesting reading once I had reached my journeys end:

"One day I'll arrive at Sydney. I'll have hit the ocean, and I'm about as far from home as I could be, the road appearing to reach its end, and I'm finally facing that question; what next? I don't know, but for now I'll ignore that question. I'll gaze at the opera house and to the lights across the harbour a while longer, content in the fact that I got here. I made it. I'll revel in that achievement, savouring the effort in every pedal stroke that carried me here, and reminisce about the experiences and people that marked the road. I will remember the person I was years ago, back when everything was merely a dream. And finally, I'll turn to the blank future, and wonder what it holds in store. The dreaming can begin again."

So, what is next?

I am currently writing a book and working in Australia; until September when my visa expires and they kick me out! Then I am off to New Zealand and South America, possibly with a bike, possibly a different form of transport. All yet to be decided, but you can keep track of my adventures on my Facebook page @Josiahskeats.





My research

In this edition Dr Bryonny Goodwin-Hawkins, a Post-Doctoral Research Associate in the Department of Geography and Earth Sciences, tells us about her research.

Originally from Aotearoa, New Zealand, Bryonny completed undergraduate studies and an MA at the University of Auckland, and a PhD in social anthropology at the University of Melbourne. She joined Aberystwyth University in February 2018.

Describe your research in a nutshell?

I'm part of two Horizon 2020-funded projects, both related to regional development, although in different ways.

One project deals with rural-urban synergies. Too often, it's assumed that if cities are economic engines, then rural areas are just carriages to be pulled along behind. We're working here in West Wales, and with colleagues in 10 other regions across Europe, to look at how rural and urban places actually interact and to come up with policy models that are mutually beneficial.

The other project starts with a policy that, arguably, hasn't worked as hoped. What the EU calls 'Cohesion Policy' is best known here through the structural funds, which Wales has qualified for since 2000. The EU goal was to fund so-called 'lagging regions' into stronger socio-economic performance. Obviously, the European map is still pretty unequal. So, what to do? Rather than plunge into plans and schemes, we're starting by looking at whether the 'cohesion' idea itself needs to change.

I'm a social anthropologist, so one of my roles in the research is bringing the people in. Metrics are valuable in social research, but they do miss out the messy real life part - and that's where my speciality comes in handy.

What's a typical day for you?

Anthropologists work best free range, so you'll not find me sat in my office at fixed hours. If I'm writing, I'll usually be somewhere loud, which strangely enough helps my concentration. I could be out taking notes at a public meeting. Or, I might be on a bus heading to an interview. Sometimes I'll be doing what one famous anthropologist called "deep hanging out", which could be anything from having a coffee with someone interesting to catching up on village gossip. I read a lot too, but remember advice I was given to always have something on my nightstand that isn't research related. At the moment, that's *Frankenstein*.

What do you find most rewarding?

I've always loved hearing people tell their stories. The projects I'm part of here give me the chance to listen well, but perhaps more importantly, to try and move beyond just writing the conversations up. I'm a writer, but I like the idea of being a maker as well.

It's exciting to be partnering with the Welsh Local Government Association on what we're calling a 'living lab', and I'll also be heading to the National Eisteddfod later this year to share ideas with the National Trust.

I was recently inspired by meeting with Sophie Howe, the Future Generations Commissioner - she has a poster that reads 'goal digger', which I thought a great motto for women in academia.

What do you find most challenging?

As an Antipodean, the local coffee!

Adjusting to small town life after several years in a busy city (Melbourne) is a process I'm still going through, but I try to learn from that, too. Even getting stuck in the limits of a bus timetable can tell me something useful research-wise.

Interviewing policymakers, as I have been lately, is a different challenge. It's hard to convince busy, important people to make time for a dictaphone-toting researcher. Twice now I've got all the way down to Swansea just to have the meeting cancelled.



Dysgu Cymraeg | Learn Welsh 2018

Aberystwyth

Cwrs Haf Dwys | Intensive Summer Course

I ddysgwyr ar bob lefel for learners at all levels
 Preswyl neu ddiabreswyl Residential or non-residential
 30 Gorffennaf - 24 Awst 30 July - 24 August 2018

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 Iau a Mestall Cymre
 - Cenedigion, Prwyys a Bit Gâr
 Cenedigion, Prwyys & Carmarthenhire

Enter The Vortex ...

Mary Shelley's *Frankenstein* and biometrics

'It was on a dreary night of November that I beheld the accomplishment of my toils...' relates the exhausted Dr Victor Frankenstein before embarking on his terrifying tale of reanimation, horror and existential angst.

Mary Shelley's ground-breaking novel, published in January 1818, not only disturbed its first readers but has also cast a long shadow over the modern imagination. With claims to be the first science fiction novel, *Frankenstein* has given birth to countless films, graphic novels, stage adaptations and artworks exploring the theme of over-weening personal ambition and scientific hubris – not to mention the perils of failing to run research projects past ethics committees.

But leaving its allegorical power to one side, how scary, actually, is *Frankenstein* for today's readers?

That was the question Richard Marggraf Turley, Aberystwyth University's Professor of Engagement with the Public Imagination, and electronic systems engineer Peter Todd (Department of Computer Science) set out to answer at a major public engagement event organised by Professor Sarah Churchwell at The School of Advanced Studies, University of London.

To answer it, the pair took their biometric laboratory, The Vortex, to Senate House for an extravaganza timed to celebrate the 200th anniversary of Mary Shelley's novel.

Bringing the arts and sciences together – very much in Mary Shelley's vein – they contributed to a packed evening of immersive performances, candle-lit talks, ghostly workshops and other gothic-themed activities.

First unveiled at the Being Human festival of the Humanities in 2015 and recently kitted out with an upgraded display, The Vortex is a darkened laboratory in which



members of the public, fitted with wrist-mounted measuring devices, were asked to read unsettling passages of Shelley's chilling novel while their biophysical responses were recorded. The data were then analysed in real time as Richard and Peter calculated *Frankenstein's* chill factor for modern readers.

Fans of the novel will be delighted to hear that for many of those who braved The Vortex, the answer was 'measurably scary'. Not only did the majority of people who took part in the experiment see their heart rates rise, but they fidgeted more and produced more sweat as the novel excerpts became increasingly disconcerting.

The evening was the third in a themed 'Living Literature' series at Senate House. Over 350 members of the public attended the extravaganza, which kicked off with a modern beatbox retelling of Shelley's novel courtesy of Battersea Arts Centre's BAC Beatbox Academy. The audience then moved around

different locations at Senate House to hear ghost stories read by candlelight by feminist performance troupe Scary Little Girls, take a tour through Victor Frankenstein's own laboratory, peruse surgical tools from the period, learn about developments in electricity and animation and to get to grips with a C19th vampire-slaying kit.

Two days after the Senate House spectacular, the entire event was boxed up and shipped to Bath, where the evening was rerun in The Masonic Hall at the Old Theatre Royal as part of the Bath Literature Festival. The theatre's atmospheric chambers metamorphosed into the Arctic wastes and laboratory of the novel as members of the public were treated to *Frankenstein*-themed fragrances, Gothic cocktails and sweetmeats and period music – and, of course, braved the chill-inducing experience of Aberystwyth University's Vortex. School children and teachers also benefited as *Frankenstein* education packs were made available to schools across the country. The event is an excellent example of how Aberystwyth plays a full part in a rich ecology of engaged universities across the UK.

The next outing for The Vortex will be at the Aberystwyth Steampunk Spectacular festival on 13-14 October 2018.



Fitting biometric measuring devices



Dr Peter Todd analyses fear levels



A minute with Robin Halley

Robin Halley started in post as the University's new Director of Marketing & Student Recruitment on 23 April 2018.

He's been telling us more about himself, his role, and his first impressions of Aber.

Tell us a bit about your background

I'm a marketing and student recruitment specialist and I've jumped from the public to private sector and back a couple of times since I began in the 1990s. I cut my teeth at Anglia Ruskin and Queen Mary, University of London in domestic and European recruitment. Then I took over international at Queen Mary right as the South East Asian financial crisis hit and the markets on which our recruitment was focused were decimated. Students who thought they had perfectly good support grants from their sponsors suddenly saw the value of those halved. I spent time with Newcastle, Manchester and Queen's universities before I joined Kaplan to help set up their pathways business. That really impacted positively on how universities do their recruitment work. We brought in 48 hour turn round for admissions, which has become almost standard now but in 2005 was revolutionary! More recently I worked in consultancy and while working for two years at Bristol, and then at South Wales last year, I decided to move back to universities.

What are your first impressions of Aberystwyth?

It's a town that projects above its size. I've lived in towns of 50,000 people that feel less significant than Aber.

What do you consider the main challenges for marketing a University in the current HE climate?

The biggest is audiences that are more savvy than they were five or 10 years ago. New tech and social media make a big difference. But there's a risk that we chase the medium rather than the message, which needs to be clear and confident.

That message doesn't have to be exactly the same, or put in the same way, for all audiences. I've spent much of my time speaking with audiences overseas and the voice I use to speak to Saudi sponsors is different to that for Chinese parents or Nigerian students. In the same way we need to speak with the right voice to someone in Aberaeron and that may be different to someone in Broadstairs. By always using the same voice you can end up being heard properly by no-one.

How do you plan to make Aberystwyth University stand out from the crowd?

Firstly we have to be clear about what we are and what we aren't. And we're not a destination university. Very few places are - Oxford and Cambridge are the most obvious examples in the UK. That doesn't mean our location isn't really important - it is.

The way we'll stand out is by projecting what's most relevant and important to applicants and influencers at all levels. And that starts with the excellence of our programmes and ends with the great outcomes our graduates have. We need to be putting more and more effort into telling them what they'll learn, about our great experience, about learning with research active academics, and about the great outcomes our students enjoy. And in this fantastic place. It's not one thing - it's a mix.

And finally - if you could be anybody for a day, who would you choose to be?

Leonard Cohen. In Hydra. In the sixties.

Appointments

A warm welcome to colleagues who have joined the University in recent months, including:

Aberystwyth Arts Centre



Ffion Rhys has been appointed to the role of Visual Arts Manager (Curator) at Aberystwyth Arts Centre, where she will be curating an exciting and engaging programme of visual arts in the Arts Centre's six contemporary art galleries.

Department of Geography and Earth Sciences



Dr Manja Žebre has joined the department as a Marie Curie Fellow. Manja obtained her PhD from the Department of Geography at the University of Ljubljana, Slovenia. After her PhD she worked as a research assistant at the Geological Survey of Slovenia. Her current project 'CHANGE'

focuses on modelling glacier response to a changing climate and its impact on meltwater runoff in the European Alps.

Obituaries

Ieuan Gwynedd Jones (1920-2018)



Emeritus Professor Ieuan Gwynedd Jones joined Aberystwyth University in 1969 on his appointment to the Sir John Williams Chair of Welsh History and Head of the Department of Welsh History, a post he remained in until his retirement in 1984. He was made Fellow of the University in 2010.

A distinguished historian of Victorian Wales, as well as being an expert in the parliamentary history of the seventeenth century, his most important and influential works dealt with the political and social history of the nineteenth century.

A consummate essayist and stylist, his main studies are brought together in three books: *Explorations and Explanations* (1981), *Communities* (1987) and *Mid-Victorian Wales: the Observers and the Observed* (1992), for which he was awarded the degree of D.Litt by the University of Wales.

A full tribute by Professor Paul O'Leary from the Department of Welsh History is published online here. www.aber.ac.uk/en/news/archive/2018/07/title-214651-en.html

Professor Lyndon J. Rogers (1937-2018)

Former professor in the Department of Biochemistry and later in the Institute of Biological Sciences, Lyndon Rogers was educated at Porth Grammar School and studied for his BSc and PhD at Leeds University.

He was appointed to a lectureship in the Department of Agricultural Biochemistry at UCW Aberystwyth in 1963, promoted to Senior Lecturer in 1972 and Reader in 1983. In 1992 he was awarded a personal chair in Biochemistry and finally retired in 2000.

Lyndon played a full part in all aspects of the University. He served on numerous committees of both UCW and the then

University of Wales and was chair of the School of Biological Sciences (1975-77) and of the School of Agricultural Sciences (1978-80) as well as Acting Head of the Department of Biochemistry (1982-3).

His main research interests concerned the biochemistry of photosynthetic organisms and he developed strong links with the Institute for Grassland and Environmental Research (IGER) for some aspects of this work. He was also fully involved in teaching and the development of new courses.

Emrys Wynn Jones (1931-2018)

Former Registrar and Secretary of the University, Emrys Wynn Jones graduated from the University College of Wales, Aberystwyth (as it then was) in Geography in 1953. Following his early career in university administration in the University of Manchester he returned to Aberystwyth in 1967 as Deputy Registrar.

In 1981 he moved to Cardiff on being appointed Registrar of the University of Wales. He was welcomed back to Aberystwyth in 1984 as Registrar and Secretary and served with distinction until his retirement in 1990.

Emrys had a clear understanding of the purpose of a university. He had a close grasp of detail and provided clear guidance as to the management of the University and its future direction. He was fully aware of all aspects of the University's work and gave both leadership and valuable support to colleagues.

Emrys was proud of his roots in Wales. His association with Aberystwyth went back to his grandfather, the distinguished Welsh scholar and poet, T Gwynn Jones, who was a Professor in the university for many years in the first half of the twentieth century.

His commitment to Aberystwyth was reflected by his close involvement with the Old Students Association; indeed he wrote a brief history of the association on its centenary in 1992.

He was Warden of the Guild of Graduates of the University of Wales from 1998 to 2001 and was awarded the Honorary Degree of MA by the University of Wales in 1994.

THE SUMMER HOUSE

f aberystwytharts
t @aberystwytharts
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CANOLFAN Y CELFYDDYDAU ABERYSTWYTH ARTS CENTRE

This summer Aberystwyth Arts Centre is running away to the circus, joining a UK-wide celebration of 250 years of circus in 2018 and invites you to join them in their big yellow tent known as the 'Summer House'.

The 'Summer House' has a month-long programme of spectacular performances under canvas, including astounding acrobatic acts, international circus, mystery guests, live music, musical theatre, family shows, fun kids activities and a big picnic - all at affordable prices - something for everyone! The bar and café will be serving food and drink throughout this special summer season.

Keep an eye on the website aberystwythartscentre.co.uk for news of pop up performances and activities throughout August. See you there!

CIRCUS ABYSSINIA – ETHIOPIAN DREAMS
THE DEMON BARBERS XL – DISCO AT THE TAVERN
OKHAMS RAZOR – THE BELLY OF THE WHALE
CITRUS ARTS – SHIPWRECKED
MERELY THEATRE – MUCH ADO ABOUT NOTHING
OPERA UPCLOSE – OPERA COCKTAIL . ABERRATION
COMEDY CLUB 4 KIDS . ZU ARIEL
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