



UNIVERSITY OF  
STIRLING

## **Strategic Plan 2011 – 2016**

Education Founded  
on Innovation and Excellence

# Our Vision, Mission and Priorities

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## Our vision:

To be acknowledged worldwide as a distinguished University that addresses the social and environmental needs of society through innovative, interdisciplinary research and education.

## Our mission:

To be a University of distinction that is ambitious, accessible and self-reliant, and whose purpose is to develop these qualities in our students, staff and the communities we serve.

## Our priorities are to:

- Enhance the student experience by putting students first
- improve research performance and postgraduate enrolment
- be a vibrant intellectual community for scholars and the region
- connect locally and globally to students, alumni, academia and business
- be aware of society's needs and respond to them.

**“A great university has a dual function, to teach and to think.”**

William Osler, 1849 – 1919 (Physician and Humanist)

# A University of Excellence



**T**his strategic plan sets out the objectives that will inform our work through to 2016. It articulates our vision, our institutional priorities and the actions required to succeed.

It sets high level targets that will help us improve our self-reliance and create an intellectual space where students and staff are inspired to discover their individual capacity to contribute to the changing needs of society.

Success will see the University of Stirling emerge as a pre-eminent force in Scottish education and research, and be recognised world-wide as a formidable seat of learning where ability, not background, is valued.

This strategy is designed to strengthen our established reputation as a groundbreaking institution which contributes innovative interdisciplinary perspectives on people's needs.

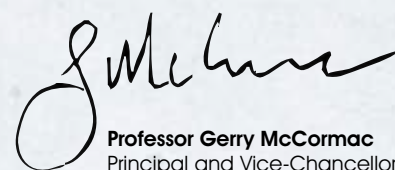
This way of defining ourselves was developed following an in-depth review of our current activities involving representatives of all those who have an interest in the University's future.

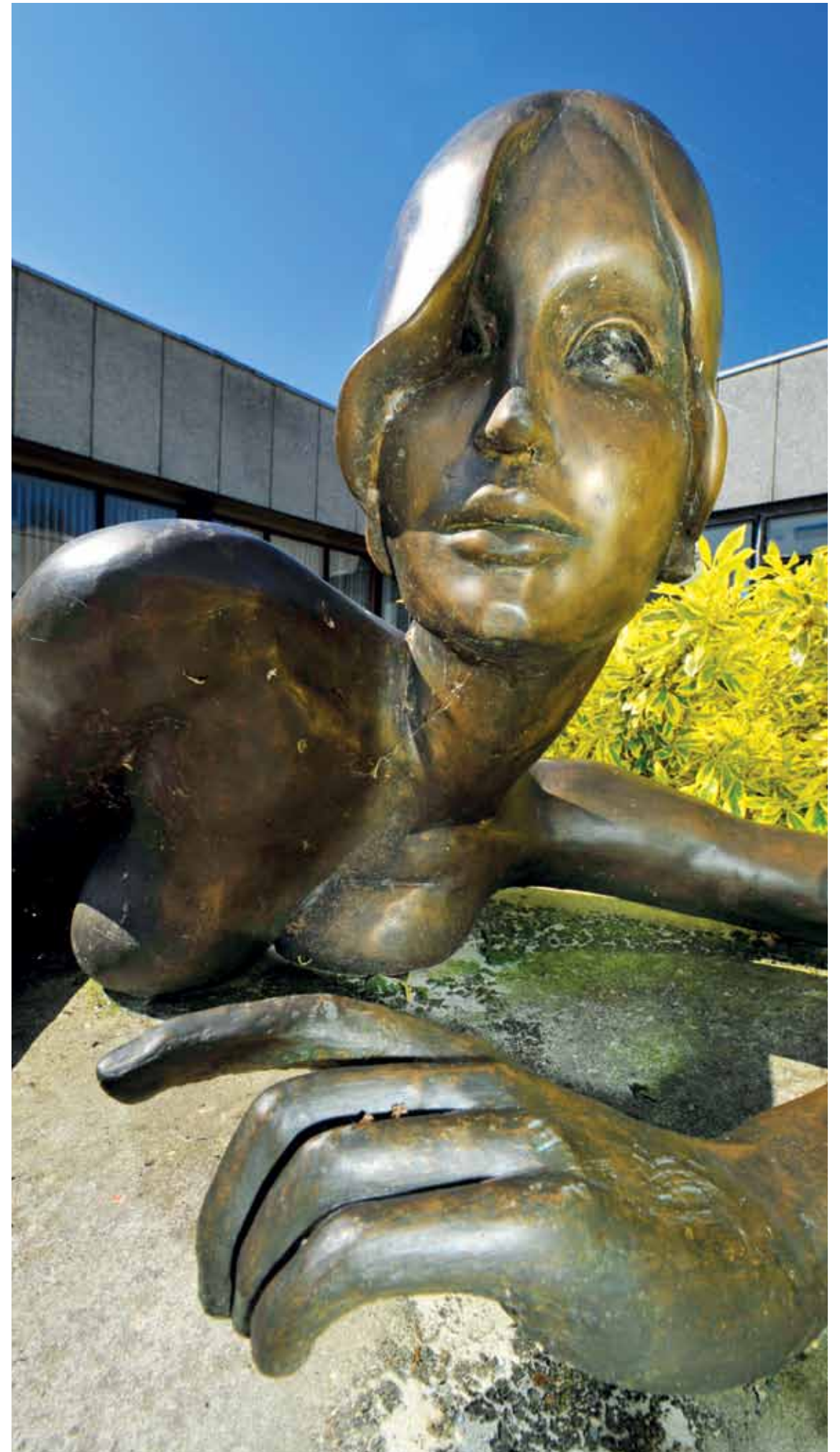
Collectively, we agreed that we would not allow ourselves to be carried along by events but would create our own future. We are determined to be recognised nationally and internationally as a University of distinction, that enables individuals to discover and fulfil their personal potential and to become effective contributors to prosperous, healthy and sustainable communities.

#### **We will:**

- Foster an intellectual community of distinction that enhances the quality of life of all those who can benefit from it
- conduct internationally recognised research which impacts positively on society
- lead and deliver innovation in our five areas of research strength – health and wellbeing, culture and society, environment and communities, enterprise and economy, and sport
- manage our finances to ensure that we have the resources to deliver on our ambitions
- actively contribute to economic, social and cultural development in Scotland.

Stirling's motto is 'innovation and excellence'. This plan reinforces the original aspirations for the University and will ensure that we deliver a life affirming education and add to the knowledge of humankind.

  
**Professor Gerry McCormac**  
Principal and Vice-Chancellor



# Stirling: Founded on Innovation



**The University of Stirling has embraced its role as an innovative intellectual and cultural institution since its foundation in 1967. Combining science and humanities, the University has a reputation for blending arts and science.**

This is represented on our Stirling Campus through the use of sculpture and the visual arts to reinforce and express our values. A truly Scottish University, our reach extends to campuses in the Highland capital of Inverness and the town of Stornoway on the Isle of Lewis, gateway to the Western Isles.

Our main campus is in Stirling and we pride ourselves in working closely with the City of Stirling to enhance and develop the quality of life for its people and visitors. The ancient City of Stirling provides one of the most stunning backdrops to a University anywhere in the world. Our commitment to scholarly endeavour attracts staff and students to the heart of Scotland. In short, we offer the best of both worlds: a campus experience firmly rooted in the ancient and beautiful city at the heart of Scotland.

As the home of Scotland's University for Sporting Excellence our cultural, social and sports facilities are exceptional. We are the established gathering place for athletes, coaches, researchers, sports leaders, policy makers and administrators. Many national

training centres are based on the campus, utilising the facilities on offer.

Our distinctiveness, however, extends beyond our physical attributes and is seen in the way we support students, the flexible methods of teaching delivery and our research collaborations and alliances. We work with employers to deliver high quality programmes that produce intellectually able and highly sought after graduates. Our alumni can be found world-wide in positions of responsibility from Heads of Government to High Court Judges.

## Our commitment to excellence

In part, the success of our graduates is related to the values we engender while they are here. We strive for the highest standards and distinction in all that we do: not just in the qualifications we offer, but in every aspect of the student experience.

## Our values:

### Respect:

We believe everyone should be treated with respect and we will deal with people as equals.

### Integrity:

We value ethical behaviour and will be honest and fair in our relationships with one another.

### Quality:

We strive to maintain the highest standards in all that we do.

### Reputation:

We believe it is important to help our students and staff to enhance their capacities and academic reputations, and we will celebrate their success.

### Engagement:

We reach out to our alumni, partners in business and industry, the public sector and international associates, as valued and lifelong members of the University of Stirling.

### Leadership:

We believe we have a duty to take a leading role in society and encourage leadership at all levels within the University by investing in our staff and students.

### Responsibility:

We work with other organisations, at home and abroad, to make a positive contribution to society.

### One University:

We are one team working to achieve shared goals.

## A University with purpose

In preparing the way for this strategy, we have established seven Academic Schools.

The Schools reflect our specialisms, and provide a focus to facilitate solution-based interdisciplinary research and teaching:

**School of Applied Social Science**

**School of Arts and Humanities**

**School of Education**

**Stirling Management School**

**School of Natural Sciences**

**School of Nursing, Midwifery and Health**

**School of Sport**

We will seek to achieve our vision through five strategic drivers which encompass our ambitions and identify how we will seek to achieve them:

- Research excellence which generates original knowledge
- innovative and effective teaching
- students who make a difference to society
- a vibrant, inclusive and intellectually stimulating environment
- a globally connected institution.

Underpinning this strategy are a number of related strategies, each defining the performance measures we will use to monitor our progress in achieving our ambitions.

**“The University of Stirling is an integral part of the City to which it belongs. This Strategic Plan acknowledges the importance of the connection between the University and Stirling City as we work together to deliver educational, cultural, social and economic results for the communities we serve.”**

Bob Jack, Chief Executive of Stirling Council



## People

The University is a vital component of the Stirling economy, employing 1,400 staff and serving almost 12,000 students. Scotland benefits enormously from the diversity created by our students and staff and they, in turn, benefit from the rich social and cultural experience that Scotland has to offer.

Our activities generate an economic impact in excess of £200 million – a five-fold return on the funding we receive from the Scottish Funding Council.

Our people are our major asset, and every member of staff has a role to play in delivering the Strategic Plan. Whether a porter or a professor, an administrator or an academic, a technician or a trainee, everyone has a responsibility to create the environment in which we can all flourish and succeed.

Our size is an asset, making it easier to create an atmosphere of collegiality and encouraging the exchange of ideas. We will exploit this advantage and continue to develop a diverse community of highly motivated, fully engaged staff with a strong sense of belonging and an ambitious common purpose.

We demand high standards from everyone. *Achieving Success*, our performance and staff development review model, is fundamental in supporting colleagues to achieve agreed goals.

### Our priorities for the period 2011 – 2016 will be to:

- Develop a high performance culture which attracts and retains talented and ambitious staff
- match and develop our resources to our organisational ambitions
- build leadership capacity to ensure we can manage future challenges and changes
- nurture and further develop a culture of belonging and engagement
- enhance employee relations across the University
- review the way we work to optimise efficiency and effectiveness across the University.

# Research responding to society's needs

## School of Applied Social Science

### Dementia – Working to improve care for people today and in the future

Dementia describes various brain disorders that cause a progressive loss of brain function. It is growing inexorably world-wide, affecting 37 million people and is expected to rise by 154% over the next 45 years. 60% of people with dementia live in developing countries.

The impact of this condition for individuals and their families is devastating and the economic impact on society is substantial. The financial cost of dementia to the UK is over £20 billion a year. This compares to cancer (£12 billion), heart disease (£8 billion) and the cost of stroke (£5 billion). World-wide, the annual economic cost of dementia is c. £197 billion. Dementia costs more than the five big health killers combined.

In Scotland, our rural communities add layers of complexity to dementia care. The University of Stirling is conducting research addressing issues of rural ageing and the implications of migration patterns for the care of older people.

The research explores and projects patterns of migration and their implications for care demand and supply; to understand how individual households plan to, and manage the challenges of, care for older people in rural areas; and to consider the implications of these findings for policies relating to care.

The research takes a mixed methods approach, drawing on techniques from economics, sociology and demography. The results provide a comparative study of Scotland and England using publicly available datasets to investigate how age selective migration in rural areas interacts with household structure to influence the current and future demand for care.



**“When a person with dementia finds that their mental abilities are declining, they often feel vulnerable and in need of reassurance and support. The people closest to them - including their carers, friends and family - need to do everything they can to help the person to retain their sense of identity and feelings of self-worth.”**

Alzheimer Society

## School of Natural Sciences

### Genome Sequencing - Supporting global food cultivation

Researchers at the University of Stirling have made a breakthrough in sequencing the complete genome of the Nile Tilapia, one of the world's most important cultured food fishes.

The Nile Tilapia is the most important cultured food fish globally after carp, even outstripping salmon. They currently only live in tropical warm waters and the challenge for scientists is to breed a variety of this important global food source that can thrive in colder water.

Using DNA from a special line of Tilapia developed in the Institute of Aquaculture at the University of Stirling, scientists have come a step closer to achieving this goal. The genome sequencing of the Stirling Tilapia was carried out in collaboration with the Broad Institute, (part of MIT, USA).

This is the first commercial aquaculture species to have its genome sequenced. The Tilapia line was developed to have two identical copies of every part of its genome (normally vertebrates show some differences between the genes inherited from the mother and father), which simplified the processing of the genome sequence data.

Research into the development of other lines of Tilapia in the Tropical Aquarium facility at the Institute of Aquaculture, has resulted in fish being supplied to aquaculture operations around the world. This will allow the production of red Tilapia, favoured in some markets, and the production of nearly all-male populations, which prevents breeding in culture ponds before harvest.

Developing such lines has taken years of research by students and staff at the Institute, with funding from a variety of sources including the Biotechnology and Biological Sciences Research Council and the UK Government Department for International Development.



**“The sequence and associated data are now available to the scientific community world-wide, and will contribute to further advances in both basic science and aquaculture research. For example, this work will help us to find important genes affecting traits such as disease resistance, growth rate and sex determination, allowing more precisely targeted selection to improve aquaculture performance.”**

Institute of Aquaculture

# Research

**Our interdisciplinary research is focused on the needs of society and is the foundation on which we will build our knowledge creation capacity. Research excellence underpins all that we do.**

We are committed to being a research-led University generating new knowledge and ideas, sustaining our intellectual energy and making a significant contribution to the knowledge-based economy in Scotland and the UK.

Collaboration with other universities, business and the public sector, through our extensive, transnational research and development activity, directly benefits society and informs our teaching.

## Our ambition is to:

- Be recognised internationally as world leading in our areas of research expertise
- consistently deliver excellent research and scholarship, meeting economic, societal and cultural needs
- generate knowledge and innovative thinking that contributes to the solution of real world problems
- exploit research opportunities that challenge traditional ways of thinking.

## To achieve this ambition we will:

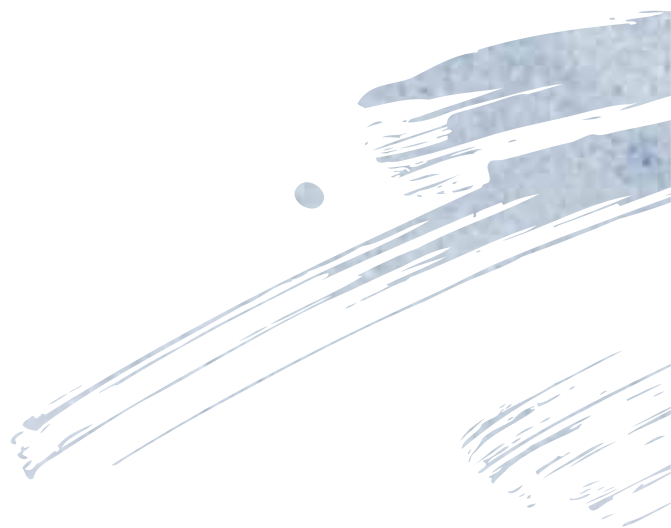
- Promote a thriving research culture and environment which prioritises research, engenders creativity and innovative thinking and promotes quality and excellence
- invest in the University's intellectual capital by developing and supporting researchers and making high quality academic appointments
- provide research leadership and create conditions that attract and retain high calibre academics
- ensure a strategic approach to securing research funding with challenging targets for all Schools and a focus on large project and programme grants
- increase the number of both postgraduate taught and postgraduate research students
- increase the level and diversity of research income
- improve our research performance, both collectively and individually, against the Research Excellence Framework (REF) indicators
- enhance the quality of the postgraduate experience.

## Our planned outcomes are to:

- Achieve quality and volume thresholds that position the University as an upper quartile institution in the REF 2014
- achieve an increase in research grant and contract income per academic staff full-time equivalent (FTE) that is in the upper half of our benchmark comparator Universities
- develop interdisciplinary research and large-scale, inter-institutional research projects
- improve the conversion rate of research grant applications to awards
- increase the number of research postgraduate students per academic staff FTE.

## Our targets are to:

- Double current levels of research grant income within the lifetime of this plan
- raise the number of research active staff into our benchmark range of 400 – 500 FTE.



# Research responding to society's needs

## School of Education

### Toys and Technology – Supporting children's learning at home

There is a strong debate about the influence of technology in children's learning. Those who follow the "toxic childhood" view believe that children should not be using technology, while others believe that technology is the way forward for early years learning.

Today's children are growing up in a technological age where toys are marketed as both play things and educational technologies to support their learning in the home. The marketing is working. Increasingly, more and more parents perceive technological toys as an attractive way to enhance their children's learning and future skills.

These toys are an important, but largely overlooked, source of exposure to technology for young children; academic attention is mainly directed at school-aged children's use of computers and the internet. As a result, there is little understanding of the experiences of pre-school children, or the role that technological toys play in the learning landscape of the home.

Researchers at the University of Stirling are carrying out a study into Young Children Learning with Toys and Technology. This research project aims to address this gap by investigating how children perceive, acquire and develop their experience with technology at home. The scope of the project includes exploring the ways in which more traditional forms of play are different or similar to technological play, children's experiences of technology in their domestic environments, how learning is supported daily at home and the impact of parental education and technology experiences have on children.

Finally, the research is also examining how learning is supported daily at home and whether the learning is specifically related to toys and technologies, and how the parental education and technology experiences have an impact.



**“ Technology is moulding a generation of children unable to think for themselves or empathise with others.”**

Baroness Professor Susan Greenfield,  
Director of the Royal Institution of Great Britain

## School of Nursing, Midwifery and Health

### Saving Lives – Prostate cancer research

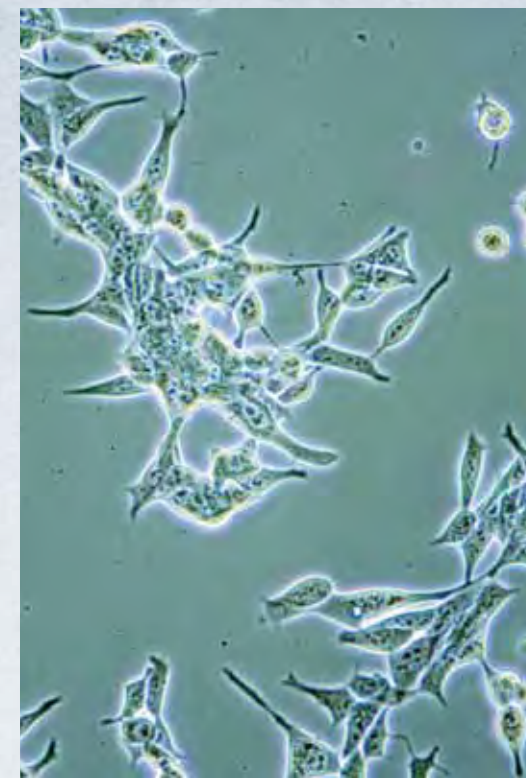
Prostate cancer is the most common form of cancer in men in the UK. Despite recent improvements in prostate cancer services, many men are still subject to a legacy of neglect, ranging from difficulties in diagnosis through to limited access to information and support to help them cope with the impact of treatment of the disease.

New research, funded by The Prostate Cancer Charity Scotland, has been undertaken by the University's Cancer Care Research Centre, and has revealed that men have a worrying tendency to delay before going to a GP to discuss symptoms which may be an indication of prostate cancer.

All men in NHS Greater Glasgow and Clyde who were diagnosed with prostate cancer in 2008/9 (a total of 458) were contacted and 320 men took part in the research programme - a response rate of 70%.

The research found that knowledge of prostate cancer appears to be low even amongst those who are most at risk. Men gain knowledge of the disease from informal channels such as family or friends and the most common route to diagnosis for respondents was presenting to a healthcare professional with symptoms. Age and family history were not integrated into men's perceptions of their overall risk of developing prostate cancer.

The research findings indicated that simply providing information through social and sports clubs and family members is enough to encourage a man who is at risk of the disease to see his doctor and save his life.



**“ Prostate cancer is the most common cancer in men in the UK. 37,000 men are diagnosed with prostate cancer every year. 250,000 men are currently living with the disease.”**

The Prostate Cancer Charity



## Learning and Teaching

**W**e strongly encourage the study of a combination of subjects cutting across conventional disciplines, providing breadth of study and qualifications which are recognised internationally. The flexibility of our curriculum, with its emphasis on student choice, is core to our learning and teaching ethos.

The integration of research into our teaching develops graduates who are confident, critical and emboldened to shape the world.

Our students are encouraged to take responsibility for their learning, and work closely with academic staff as scholarly partners, taking the initiative in searching out and applying knowledge. We support students on their learning journey, maintaining a high quality student experience, providing a curriculum which is relevant, distinctive, inclusive and engaged with the world.

### Our ambition is to:

- Develop graduates who are knowledgeable and skilled, critical and intellectually curious thinkers sought after by employers, and active global and local citizens
- provide one of the best student experiences in the UK
- be recognised as the destination of choice for students in the subject areas we offer
- provide a vibrant, multi-cultural student community by increasing our international population and enriching the experience for home students.

### To achieve this ambition we will:

- Establish a Graduate School to provide a supportive environment for our graduate student population
- devise curricula that are stimulating, innovative and intellectually rigorous, providing high quality teaching informed by excellent research
- facilitate a flexible interdisciplinary approach to learning, allowing transition, flexibility, progression and retention through well designed and supported curricula
- offer a range of courses and subjects that are market relevant, anticipate change and respond to employer needs

- maximise employment experiences and encourage work placements and international study to augment the traditional student learning experience
- offer high quality teaching and student support across all our programmes and places of delivery, to enhance the individual's learning experience
- ensure that we are accessible to all students who can benefit from the education we offer
- encourage the appropriate use of technology to enhance the learning experience of students both on and off campus
- respond rapidly to the opportunities offered by new technologies to engage with and utilise the capacity of scholars worldwide.

### Our planned outcomes are to:

- Remain one of the top three Universities in Scotland and in the top 10 in the UK in recognised measures of student satisfaction such as the National Student Survey (NSS)
- increase the number of applicants naming Stirling as their first choice destination
- achieve average entry scores that are in the upper half of our benchmark comparator universities
- increase our postgraduate population to at least 25% of our total student population.

### Our targets are to:

- Increase postgraduate taught student numbers by 30%
- increase the proportion of our graduates entering graduate level jobs to 85%.

# Research responding to society's needs

## School of Sport

### Supporting Future Generations – Mid-childhood obesity prevention

Childhood obesity is an increasing problem. In the UK, around 27% of children are overweight. Obesity in childhood is linked to many health complications and tends to indicate the child will be obese as an adult.

The effects of obesity include problems with the joints and bones, hypertension and hypoventilation. Obesity also increases the risk of type 2 diabetes which is normally a disease seen in adults and the number of teenagers with type 2 diabetes is increasing. Obesity also has psychological effects including low self-esteem.

There has been a great deal of research on the prevalence of paediatric obesity but, until now, no studies have examined when it is most likely to develop. By identifying when obesity is most likely to occur, preventative measures can be taken at key stages of childhood or adolescence to prevent it developing. This is the key finding of a new research study led by researchers from the University of Stirling in collaboration with the Universities of Strathclyde, Glasgow and Bristol.

The research tracked the body weight and height of nearly 5,000 children who took part in *Children of the 90s*, also known as the Avon Longitudinal Study of Parents and Children (ALSPAC), from birth until the age of 15 years.

It shows that children are most susceptible to becoming overweight and obese during mid-late childhood. The number of children who changed from a healthy weight to being overweight and obese was much higher between the ages seven to 11 years, than between ages three to seven years or 11 to 15 years.

The research also examined if children and adolescents were likely to 'grow out' of overweight or obesity, finding the majority of overweight and obese children did not achieve this by the age of 15, offering further proof of the need for prevention.

The research group is now looking to develop an obesity prevention programme tailored towards primary school-aged children which would be implemented in schools with the support of parents.



**“Reducing obesity is a priority for the Government. We want people to know that they can change their lifestyle and make a difference to their health.”**

UK Government Department of Health

## Stirling Management School

### Smoking and Society – Informing Government policy

The work and expertise of the University of Stirling's Institute for Social Marketing (ISM) in tobacco control has contributed directly to the development of the UK Government's 2009 Health Act for England and Wales and the Scottish Government's Tobacco & Primary Medical Services (Scotland) Act 2010.

The latter is the most significant change in tobacco control legislation in Scotland since the 2005 ban on smoking in enclosed public places. Both acts include restrictions on the display of tobacco at the point of sale (PoS) in order to make tobacco products less attractive and accessible.

Instrumental in the passage of both pieces of legislation was research by ISM showing that PoS is a sophisticated marketing activity used by tobacco manufacturers to influence consumer behaviour, and which has a clear effect on both adult and youth smoking.

PoS marketing concerns all promotional activity that takes place in the store, including advertising, furniture, décor, staff clothing and product displays. The 2002 UK Tobacco Advertising and Promotion Act (TAPA) limited the amount of tobacco advertising allowed in shops to one A5 sized poster. However, the TAPA did not regulate the display of products, a gap which was subsequently exploited to circumvent the TAPA regulations.

Sophisticated and stylish gantries now dominate many small shops (where underage smokers typically buy their tobacco) and elaborate sales booths are a prominent feature in supermarkets. Removal of PoS marketing is a key recommendation of the World Health Organisation's, Framework Convention on Tobacco Control, the 160-country international public health treaty.

Since 1999, ISM (through its Centre for Tobacco Control Research, the first research centre dedicated to tobacco control in the UK, core funded by Cancer Research UK) has monitored the nature, extent and effects of tobacco marketing in the UK.



**“I am delighted that the Government have based their proposals in the Bill on research. Some of the most important research has been carried out by the University of Stirling's Centre for Tobacco Control Research. The research examined the complex relationship between tobacco marketing at the point of sale and young people's intention to smoke.”**

Lord Faulkner of Worcester

# Physical Environment and Culture

Since our foundation we have provided a vibrant and intellectually stimulating community in which individuals are encouraged to realise their potential and achieve their personal ambitions.

Our goal is to provide a high quality infrastructure and environment that nurtures life-enhancing student and staff experiences.

Within higher education, there is recognition of the important role of the campus as a place of learning and as a community asset. Having recently refurbished the library we are now investing over £40 million in an extensive rebuilding and refurbishment programme of our student residences, reflecting our ambition to enhance all aspects of the student experience. In addition, the investment will provide an economic benefit for the wider community, realising the potential gained by integrating accommodation, sporting, business and commercial facilities.

- diversify our income streams and ensure prudent levels of financial reserve for investment in the future of the University
- clearly define expectations and manage performance to deliver individual, School and institutional ambitions
- provide professional and proactive support relating to the needs of our staff and students
- align our processes and systems to support and deliver our academic ambitions, with an integrated approach to academic, financial and physical planning and an emphasis on risk management, not risk avoidance.

## It is our ambition to:

- Create an attractive, financially and environmentally sustainable and resilient environment that supports academic endeavour, and student welfare, and develops intellectual capacity
- be a national centre for sporting excellence for students and staff who wish to combine both recreational and elite sport with a high quality education
- attract and retain high calibre staff in all of our academic and service areas
- build an informed 'one university' culture in which we all work towards an ambitious common purpose.

## To achieve this ambition we will:

- Maintain and further develop an attractive, sustainable and resilient estate
- deliver an information infrastructure that supports academic research and learning

## Our planned outcomes are to:

- Generate a financial surplus on a recurring basis and build reserves for investment in human and physical resources
- diversify our income streams, reducing the percentage of overall income derived from public funds
- improve and diversify the use of our estate
- improve satisfaction ratings in staff surveys
- ensure our campus infrastructure matches all of our aspirations.

## Our targets are to:

- Increase income from non-public funds by 20% within the lifetime of this plan
- generate an annual financial surplus of 6%.





## Partners

**T**he scope of our mission is global as reflected in our research, curriculum design, staff, student and alumni populations. We are represented in over 145 countries, through our students, collaborations and partnerships with international universities.

Knowledge is created through an integrated process involving research, theory and practice and a robust relationship between researcher and user. We support our stakeholder communities to foster economic and societal development and maximise the impact of our research at local, national and international levels.

### It is our ambition to:

- Be recognised as a University of international standing by our peers
- be regarded as a sector leader and the first point of contact for policy makers and user communities
- develop international networks of high esteem partners which strengthen collaborative and interdisciplinary activities and which deliver internationally renowned research
- be a welcoming, supportive, inclusive and culturally diverse community
- develop lifelong relationships with our students and staff.

### To achieve this ambition we will:

- Promote collaborations with Scottish, UK and international partners that add value and enhance the University's reputation and market position
- secure and develop a focused set of international partnerships which expand the University's reach in research and education
- further diversify our international student population
- significantly grow philanthropic income for agreed priorities

- develop mutually beneficial institutional partnerships with a range of business providers and community agencies for the benefit of the wider community and to support our research
- deliver distinctive Continuing Professional Development which is directly related to our areas of research expertise and is developed from, and regularly refreshed by, the latest research-based knowledge
- provide opportunities for the wider community and visitors to enjoy the cultural, sporting and social facilities and the natural beauty of our campuses.

### Our planned outcomes are to:

- Establish multi-strand (research and education) partnerships with a range of academic institutions, businesses and public sector agencies
- diversify the student population to achieve a greater proportion of different nationalities
- grow the number of volunteers becoming Alumni Ambassadors
- increase the participation rate of alumni and friends supporting the Annual Fund
- encourage sustainable and increasingly diverse use of our facilities throughout the year
- increase the number and maximise the synergistic contribution from national agencies (sport and other) based on campus.

### Our targets are to:

- Establish an international strategic network of partner universities
- double income from philanthropic sources year on year.

# Research responding to society's needs

## School of Arts and Humanities

### International Collaboration – Research Edition of the Collected Works of James Hogg

As a young man, the Scottish poet and novelist James Hogg (1770 – 1835) was a self-educated shepherd. His contemporaries regarded him as a man of talent, but it was felt that his lack of education caused his work to be marred by failures in discretion, in expression and in knowledge of the world. Hogg's lack of 'delicacy', a failing which caused him to deal in his writings with 'sinful' subjects, were felt to be unsuitable for mention in polite literature.

After Hogg's death, his Victorian publishers took pains to smooth what they considered to be the rough edges of his writing, to remove his numerous 'indelicacies'. The resulting editions offer a comparatively bland and lifeless version of Hogg's texts, and as the nineteenth century progressed he came to be regarded as a minor figure, of no great importance or interest.

In recent years, Hogg has come to be regarded as a major writer not recognised in his own lifetime. His social origins led to his work being smothered in genteel condescension; and whose true stature was obscured after his death.

In collaboration with the University of South Carolina, the University of Stirling has sought to fill the gap identified by Douglas Dunn through The Stirling/South Carolina Edition of James Hogg. When completed, the edition will run to 39 volumes and it will cover Hogg's prose, poetry, letters and plays. The Stirling/South Carolina Edition is being published by Edinburgh University Press.



**“ I can't help but think that in almost any other country of Europe a complete, modern edition of a comparable author would have been available long ago.”**

Douglas Dunn, poet

**“ With regard to the work itself, I dare not venture a judgment, for I do not understand it.”**

James Hogg (*The Private Memoirs and Confessions of a Justified Sinner: Written by Himself*)

## Cross-School Collaboration

### Supporting International Development – The Zambia Project

The University of Stirling is one of seven British universities working together on The Zambia Project. It is part of International Development through Excellence and Leadership in Sport (IDEALS), the UK Sport initiative established in 2006 to create sports leadership development exchange programmes between the UK and Africa. This life-changing experience is about inspiring and empowering young people in the Zambian capital city of Lusaka.

Stirling students are selected annually and trained as sports leaders, joining their peers from the Wallace Group – which comprises students from the Universities of Wales Institute Cardiff (UWIC), Bath, Durham, Loughborough, Northumbria and St Andrews.

In Lusaka, the students work with volunteers from non-governmental organisations EduSport and Sport in Action to deliver a wide range of sport and physical activities to young people in deprived areas. Through these sessions, sport is used as the vehicle to improve the quality of their lives and to deliver key health messages.

Students from the Schools of Sport and Education gain experience as sports leaders, while Film, Media and Journalism students from the School of Arts and Humanities help to raise the profile of the project, charting their experiences in Lusaka.

A new addition to the programme in 2010 saw final year nursing students from the School of Nursing, Midwifery and Health spend six weeks in Zambia. There, they worked in health clinics and provided health education in schools and communities.

This experience contributes greatly to personal and professional development and many students have returned to Lusaka again and again, often setting up their own projects and fundraising to support The Zambia Project.

One former student, Fiona Campbell, established the Scottish charity Friend of EduSport, whose mission is to support opportunities to allow young people to reach their potential through education and sport.



The Zambia Project has also been of great interest to the Stirlingshire community, with local primary schools contributing to the fundraising campaigns while learning about life in Zambia.

**“ Being part of The Zambia Project is the best thing I have ever done in my life. The Zambian people have such a positive attitude which rubs off on you and when you come back to Scotland, you can't help but want to get back and make a difference to their lives.”**

Third year Physical Education student Hayley Barr has spent two summers in Lusaka and helped to fundraise and build a netball court for the local community.

## Summary

**B**uilding on this strategy of education founded on innovation and excellence, we have set targets throughout the University that will inform operational plans, that will contribute to the University's continued growth and development and that will stay true to our ethos.

Our key targets are to:

- Double current levels of research grant income within the lifetime of this plan
- raise the number of research active staff into our benchmark range of 400 – 500 FTE
- increase postgraduate taught student numbers by 30%
- increase the proportion of our graduates entering graduate level jobs to 85%
- increase income from non-public funds by 20% within the lifetime of this plan
- generate an annual financial surplus of 6%
- establish an international strategic network of partner universities
- double income from philanthropic sources year on year.

**“What I remember most keenly about the University of Stirling is the wonderful feeling of freedom of being there and the sheer intoxication of living and working in a place devoted to learning, to the pursuit of knowledge.”**

Iain Banks, BA 1975, novelist

**“I have been around the world and met potentates, princes, presidents and two popes, but the best and brightest people I have met have been here at the University of Stirling. You have a vital community with critical thought, mental rigour and an environment second to none. Just walk around the place, why would you want to go to any other university in the world?”**

Rt. Hon Dr John Reid MP, BA 1977; PhD 1986



Two stainless steel uprights with white – Justin Knowles 1935-2004

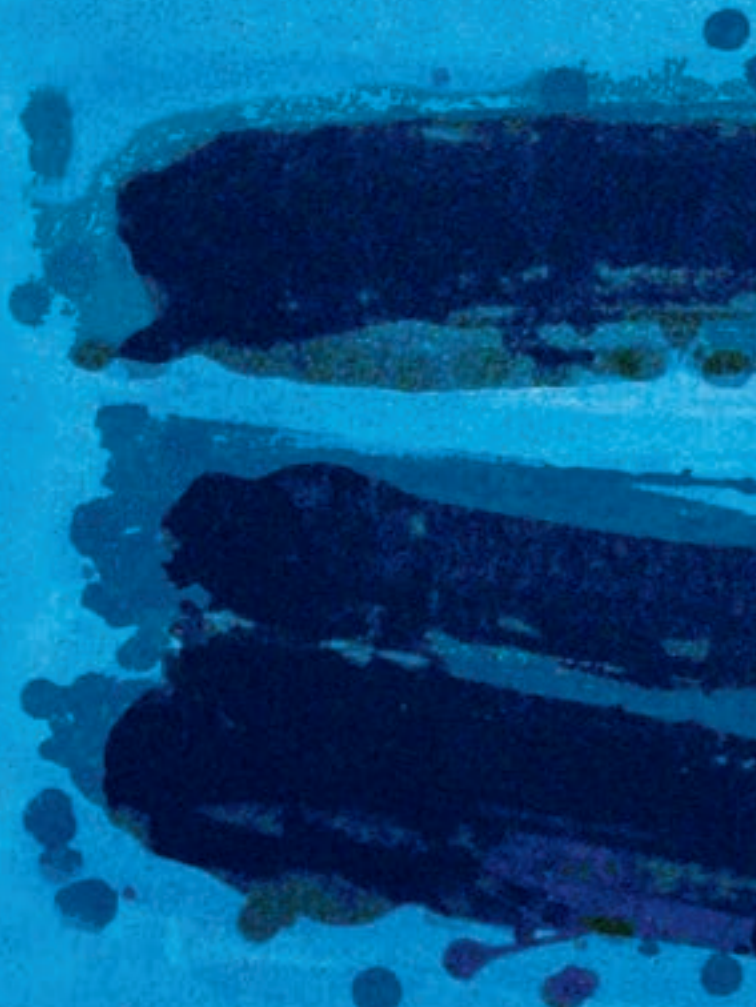
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**“The use of sculpture and visual arts helps to reinforce and express our values.”**

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