



University of
Strathclyde
Glasgow

THE DIVERSITY OF EXCELLENCE: THE EXAMPLE OF THE UNIVERSITY OF STRATHCLYDE

Dr Peter W A West
Secretary to the University

WORLD RANKINGS

	THES-SQ %	SJTU/ARWU %
Student:staff ratio	20	
Recruiter survey	10	
Peer survey	40	
International staff	5	
International students	5	
Nobel laureates (staff)		20
Nobel laureates (alumni)		10
Highly cited researchers		20
Articles published		20
Articles cited	20	20
Size		10
<i>Total</i>	<i>100</i>	<i>100</i>

ALL ENGLISH INSTITUTIONS' VIEWS OF INDICATORS OF EXCELLENCE

- **GRADUATE JOB PROSPECTS**
- **OPINION OF STUDENTS**
- **COMPLETION RATES**
- **RETENTION RATES**
- **VALUE ADDED**

RESEARCH INSTITUTIONS

- **RAE OUTCOME**
- **RESEARCH INCOME**
- **Ph.D DEGREES AWARDED**

70 EUROPEAN INSTITUTIONS' VIEWS

- **TYPE OF DEGREE (UG, MASTERS, DOCTORATE)**
- **RANGE OF SUBJECTS TAUGHT**
- **RESEARCH INTENSIVENESS**
- **INTERNATIONAL ORIENTATION OF TEACHING AND STAFF**

THE THIRD TASK

■ FROM A HEI PERSPECTIVE, REGIONAL ENGAGEMENT IS AN OUTWARD AND VISIBLE SIGN OF THE THIRD TASK OR PUBLIC SERVICE ROLE OF HIGHER EDUCATION THROUGH WHICH THE INSTITUTION CAN DEMONSTRATE ITS CONTRIBUTION TO CIVIL SOCIETY. THROUGH SUCH ENDEAVOURS HIGHER EDUCATION INSTITUTIONS ARE ABLE TO PROVIDE CONCRETE EVIDENCE OF THE VALUE THAT HIGHER EDUCATION AND RESEARCH ADD TO PUBLIC INVESTMENT IN IT. FROM A CITY AND REGIONAL PERSPECTIVE, HIGHER EDUCATION INSTITUTIONS, PARTICULARLY IN HIGHLY CENTRALISED STATES, CAN BE KEY LOCAL AGENCIES ABLE TO BRING TOGETHER WITHIN THE TERRITORY DIFFERENT NATIONAL INTERESTS IN SCIENCE AND TECHNOLOGY, INDUSTRIAL PERFORMANCE, EDUCATION AND SKILLS, HEALTH, SOCIAL INCLUSION AND CULTURE.

Source: OECD (2007) Higher Education and the Regions, Globally Competitive, Locally Engaged

THE THIRD TASK (2)

■ 'HIGHER EDUCATION INSTITUTIONS CAN MAKE A CONSIDERABLE CONTRIBUTION TO PUBLIC SERVICES, PARTICULARLY HEALTH AND EDUCATION, NOT LEAST AS REGIONS WITH WIDE INTERNAL SOCIAL DISPARITIES ARE LESS LIKELY TO BE ATTRACTIVE TO LEADING-EDGE INVESTORS IN THE GLOBAL KNOWLEDGE ECONOMY. FINALLY, AS ENVIRONMENTAL SUSTAINABILITY MOVES UP THE POLITICAL AGENDA IT IS BECOMING INCREASINGLY APPARENT THAT HIGHER EDUCATION INSTITUTIONS COULD HAVE A KEY ROLE TO PLAY THROUGH RESEARCH, TEACHING IN PUBLIC EDUCATION IN BUILDING SUSTAINABLE COMMUNITIES. ALL OF THESE LATTER ROLES HIGHLIGHT THE PUBLIC SERVICE RESPONSIBILITY OF HIGHER EDUCATION INSTITUTIONS AS DISTINCT FROM THE MORE PRIVATE FOCUS OF THE SCIENCE DRIVEN MODEL.'

Source: OECD (2007) Higher Education and the Regions, Globally Competitive, Locally Engaged

University of Strathclyde

- Anderson's Institution
- Founded in 1796 by John Anderson
- Granted Royal Charter 1964
- The University of Strathclyde
- '...a place of useful learning...'
- 3rd largest university in Scotland
- One of largest providers of postgraduate education in UK
- Cutting edge of education
(Europe's first interactive classroom 1997)
- Annual income £200M





‘The Place of Useful Learning’

- **Strathclyde is ranked in the top 10 of Businesses’ favourite Universities in the UK, according to a report by Imperial College Business School (2009)**
- **In excess of 160 patents and licence agreements which have generated more than £42m in royalty income over a 25 year period**
- **Generated over 45 spin-out companies to date**
- **Engaging with businesses through Knowledge Transfer Partnerships with 21 current projects. Strathclyde is top in Scotland for the uptake of KTPs, and 9th in the UK**
- **The University has supported students and alumni to start 47 new companies in the last four years**

Enterprise

We want to:

- **Build on our strengths in Knowledge Transfer by investing in new models and innovative approaches**
- **Celebrate, and learn from, best practice in KT**
- **Ensure that enterprise culture permeates all Strathclyde activities (research, education, CAS, strategic alliances)**
- **Exploit our position in KT (3rd in Scotland)**
- **Conduct informed risk-taking**
- **Use entrepreneurship activities to strengthen links with alumni and other stakeholders**

Excellence in Knowledge Exchange

- **Developing the largest industrially sponsored research portfolio for a university of its size in the UK**
- **Attracted investment of £4.5 million to the Strathclyde Innovation Fund, to invest in spin-out companies and commercialise University IP, launched in Month 2009**
- **Enterprise culture encouraged by the Strathclyde Entrepreneurial Network; Enterprise Awards; and Enterprise Matters publication**
- **Strathclyde 100: a network of the University's successful entrepreneurial alumni designed to support budding graduate entrepreneurs**

EDUCATION

We want to:

- **Provide an excellent Student Experience**
- **Provide an Estate that enhances the student experience**
 - **Invest in up-to-date student facilities incl. ICT**
 - **Get rid of the worst of the shabby structures**
 - **Invest in new courses and innovative teaching methods**
- **Drive up entry standards and retention rates**
- **Be first choice for students**
- **Diversify our catchment area beyond the WoS**
- **Share best practice to continuously enhance education**
- **Develop new programmes taking advantage of new European structures**
- **Encourage more students to take advantage of exchange schemes**

STRATHCLYDE BUSINESS SCHOOL

- 1 of only 37 business schools in the world (out of 3500), and only Scottish business school with international accreditation (AMBA, AACSB and EQUIS)
- Number one in Scotland – by a wide margin - for research excellence and 7th equal in the UK (UK RAE 2008)
- Only Scottish business school and one of only 19 in the UK with ‘Excellent’ award for the quality of our teaching
- Financial Times Global MBA survey Jan 2009 achieving 1st in Scotland, 10th in UK, 17th in Europe and 41st in the world
- Financial Times rankings Jan 2008, achieving 1st in Scotland, 7th in UK, 13th in Europe and 30th in the world.
- Financial Times Executive MBA rankings Oct 2008
- Financial Times Masters in General Management Oct 2008





A Technological University: Scotland's 'MIT'