

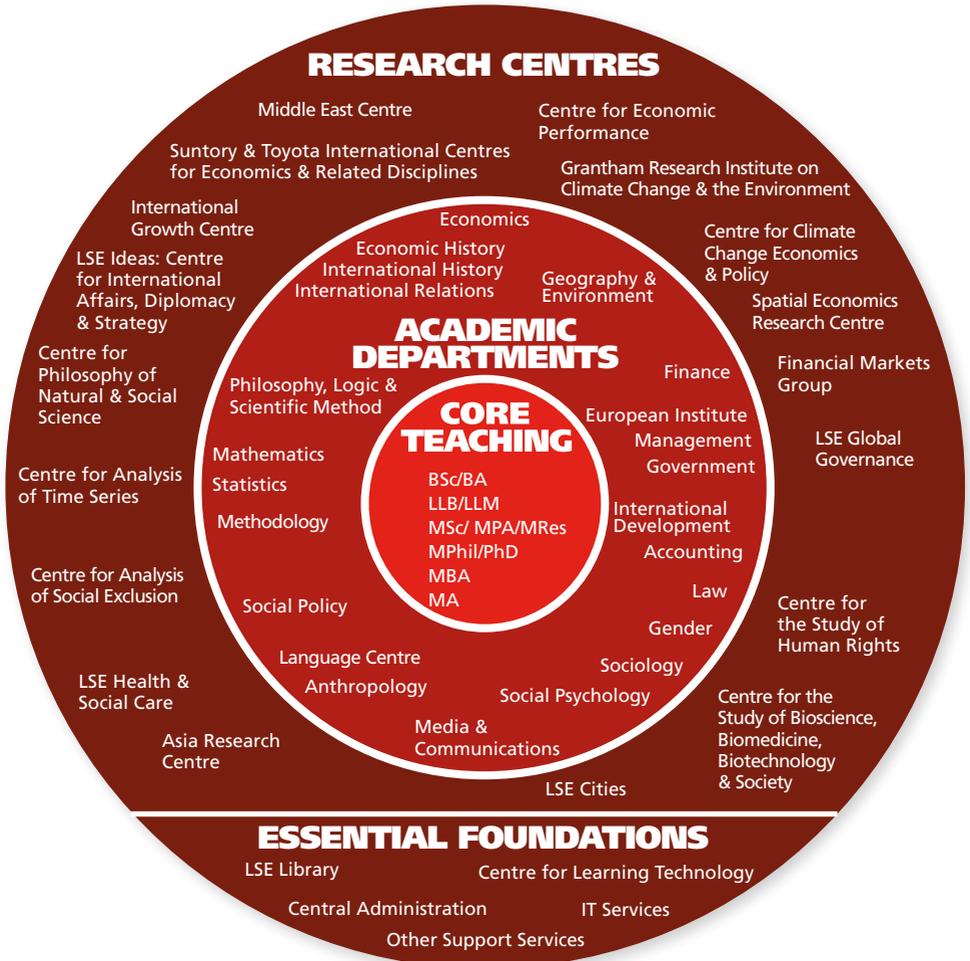


THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

# Strategic Plan 2010-15



# LSE in Profile



The London School of Economics and Political Science (LSE) is one of the world's foremost centres for social science teaching and research. This profile illustrates the breadth of academic expertise in the School's academic departments and research centres. All academics are involved in teaching and research. Teaching is organised by departments and by inter-departmental collaborations, while research is based in both departments and in major single and interdisciplinary research centres and groups.

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# 1 Chairman's foreword

**This Strategic Plan is a new statement of the School's purposes, aspirations and intended actions between 2010 and 2015.**



Over recent years we have benefited from a time of relative plenty. Now we are in a different era, in which funding, both private and public, will be more constrained – presenting us with some tough choices.

In the next few years, the School has to continue improving its already strong position on research excellence and the student experience, doing so with the reduced resources imposed on us by the world and UK financial

position. Doing more, and doing it better, with less, will be our challenge.

LSE's distinction in international social science remains fully recognised, along with our contribution to wider society. We intend to extend these roles, assisted especially by our myriad alumni living and working across the world.

This Plan sets out our objectives, and our priorities for action. It is designed to guide every member of the LSE community and I commend it to you.

**Peter Sutherland KCMG**



## 2 Our vision



### Our vision over the next five years is

- to deliver challenging, stimulating, research led degree programmes in an environment that supports learning and develops independent thinking among our students;
- to ensure that our research and teaching remain at the forefront of the social sciences, addressing the evolving challenges of society;
- to be among the most internationally-oriented centres of social science excellence in the world and
- to extend our engagement with society across our full academic portfolio and in key regions of the world.

# 3 Our values and commitments

## In all that we do as a University we hold to the following values and commitments:

**Integrity:** we will uphold the highest standards of ethics and conduct.

**Intellectual freedom:** we will defend and promote the right of all staff, students and the wider LSE community to express their views freely in a civil way in the pursuit, advancement and dissemination of knowledge. We will ensure that intellectual freedom and freedom of expression within the law is secured for all our community and those we invite to the School.

**Excellence in education:** we aim to cultivate graduates of distinctive quality with a breadth and depth of knowledge, the capacity for independent critical thinking and an awareness of global economic and political issues.

**Engagement:** we will promote interaction with the wider world so that the insights of the social sciences are disseminated as widely as possible for the improvement of society.

**Supporting the LSE community:** we are committed to involving and encouraging our 97,000 alumni in 190 countries and LSE Association Groups in 69 countries to take an active part in the spread of LSE values and in the development of the School.

**Respect for the environment:** we will manage the School's resources in ways that meet the needs of the present without compromising the options of future generations.

**Equality and diversity:** we will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds. We will uphold a culture free of discrimination on the basis of race, disability, gender, age, religion, belief or sexual orientation.

**Participation:** we will encourage the involvement of staff, students, alumni and governors in the development of the School as an essential part of our organisational culture.

**Good governance:** we will continue, through the Court of Governors and the Council, to aspire to the highest quality of governance, fully complying with the standards required of universities.

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LSE's Teaching Task Force, which made over 40 recommendations in July 2008, is beginning to have an effect. The results from this year's National Student Survey (NSS) show

LSE improving in every category for student satisfaction. The NSS is an annual survey of final year undergraduate students across the UK and has the support of both the National Union of Students and LSE Students' Union. For 'overall satisfaction,' the School increased by 4 per cent this year, giving it one of the highest increases in satisfaction ratings of any HE institution. We all recognise, however, that there is still some way to go and that we can improve further; we are still below most of our competitor universities in the sector in some key areas of the teaching and learning experience. I should like to thank my academic colleagues who have taken the recommendations of the task force so seriously and all the students who gave up their time to complete the survey.”

**Professor Janet Hartley,**  
Pro-Director for Teaching and Learning

# 4 Director's statement

**In a university, strategic planning is an evolutionary activity. Major discontinuities, requiring radical new departures, are relatively rare. So many of the objectives and plans set out in this document amount to a rolling forward of last year's document.**

The main points I made in my own statement in 2009 remain valid. The School's focus continues to be on building quality rather than increasing quantity. We continue to operate with a nine thousand cap on full time students and our top priorities remain to enhance the quality of the student experience here, and in particular our teaching and research, while continuing to make further headway in improving the condition of the School's estate. There is progress to report on these objectives, as I shall come on briefly to explain.

But the external environment has changed considerably since last year, and almost entirely for the worse. I said then that we could expect 'very tight settlements' from the Government in the medium term. That may now be regarded as an understatement. The new Coalition Government has announced very ambitious targets for cuts in public

spending, across the board. All Government departments except those explicitly protected (and the department of Business Innovation and Skills is not a protected species in this sense)



will face, on average, cuts of twenty five percent in their budgets over the next three years. It seems highly likely that this level of cut will apply to universities, and especially to those which are not teaching and researching extensively in science, technology, engineering and mathematics, which remain priority areas for the Government. We have already experienced cuts in both our research and teaching income. Indeed, in a new and entirely unwelcome development, the Government has cut previously announced levels of support in-year. Our financial forecasts therefore need to be built on the assumption of a continued decline in Government financial support.

There will be other significant changes. Lord Browne has reported the findings of his independent review of Higher Education funding and student finance. While at the time of writing Lord Browne's recommendations have not been adopted by the Coalition or approved by Parliament, it seems highly likely that Government support for teaching UK and other EU undergraduates in the social sciences will cease and that our UK and EU students will be asked to pay more. It is too early to speculate on how the School will meet these challenges, but it would be unwise to assume any increase in tuition income for home and EU students over the period of the plan.

This is a rather gloomy background and there is no point in concealing it. But LSE has some strengths which will help it through a



challenging period. The proportion of our income which comes in the form of teaching and research grants from the Funding Council, at around fifteen percent, is among the lowest in the sector. Our student body is very international, which reduces our reliance on statutorily controlled fees. And we have been very successful over the last five years, in particular, in enhancing our 'non core' income from Summer Schools, the external programme, executive education, consultancy and residential lettings. These income streams are extremely helpful in offsetting some of the reductions in Government support.

So we are reasonably confident that we can steer the School through the choppy waters ahead. To do so successfully, without reducing the quality of our research or teaching, will require a highly disciplined approach to expenditure. We have an exercise underway to identify revenue enhancement and cost reduction opportunities which will generate a five percent improvement in our financial performance. It is possible that we may have to do more. The collaborative spirit in which the current exercise has been undertaken encourages me to think that we will be able to cope.

But our ambitions are higher than simply survival. We want also to improve the School's standing in research terms, and to enhance our services to students. I believe that we can report progress in both areas over the last twelve months and that the strategic plan will help us to continue to move forward.

We have launched several new research initiatives in the last couple of years, including the Grantham Institute on Climate Change, the International Growth Centre, the Spatial Economics Research Centre and, most recently, a new Middle East Centre, all with support from external donors. In each case they allow us to broaden our spread of research activity.

In the teaching area we have pressed forward with implementing the recommendations in the Teaching Task Force report which was agreed by the Academic Board a couple of years ago. This is painstaking work, and requires the cooperation of all members of the teaching faculty, and indeed support staff who interface with the student body. There are signs in the latest National Student Satisfaction survey that our efforts are beginning to be recognised by the student body, but there continues to be a



LSE's excellent performance in the 2008 Research Assessment Exercise is testimony to the strength of research

at LSE. From anthropology to social policy and from law to economics, LSE academics are at the cutting edge of their field. They are also actively involved in policy – both nationally and internationally. As the Research Excellence Framework takes shape the School is actively engaged in the debate on how best to measure research in the future. In particular, the School is confident that it will perform well on any reasonable measure of impact. ”

**Professor Stuart Corbridge,**  
Pro-Director for Research  
and External Relations



distance to travel before we can be satisfied with the teaching and learning experience here.

There are other areas too, in which we have good progress to report. Our alumni network continues to strengthen around the world. Direct contributions from the alumni through the Annual Fund continue to increase, in spite of the difficult economic background, and fundraising generally has held up remarkably well. We have also made further headway in improving the quality of our buildings. This summer, for example, we have renewed the main entrance and the facilities supporting the Old Theatre, which remains our most important large space.

Perhaps most significantly, demand for places here is still running at a very high level indeed.

In terms of applications per place we are the most popular undergraduate university in the country, and graduate applications have risen quite sharply over the last year. LSE remains a very attractive university to many students all across the globe. Our overriding objective is to ensure that this remains the case, and I am confident that our strong faculty and supportive management will allow us to do that.

**Howard Davies**

# 5 The School's Priorities all of which will be tackled with equal commitment

## Priority: teaching and student experience

Students at LSE receive research-led teaching from an internationally renowned academic staff. At the heart of this is intellectual challenge. Through exposure to the latest developments in social science and to the thinking of visiting world leaders, business figures and academics in debates and public lectures, students are challenged and inspired by LSE's vision of intellectual excellence combined with real-world engagement.

Distinctive features of LSE are the high proportion of postgraduates and the cultural diversity of the student body. LSE's central

London location gives students access to an enviable range of professional, intellectual and cultural resources.

The Library gives students access to one of the best specialist social science collections anywhere.

LSE aspires to teach students to the highest standards and to achieve this we will take the following action over the planning period:

- continue to implement a major new initiative to significantly improve our teaching by cultivating and rewarding excellence and increasing contact between students and academic staff. We will seek to build greater recognition of teaching performance into academic career progression
- teaching must be supported by facilities and services of the highest order. LSE will continue to invest as heavily as resources allow in bringing its estate and facilities – particularly student facilities – up to the standards of the best urban universities
- improve communication with students through our website and intranet. Senior management will continue to actively promote good relations on our diverse campus.



The LSE100 course is a major new course that aims to introduce all first year undergraduates to a wide range of social science concepts. Successfully launched

in 2010, it is now compulsory for all new undergraduates. Designed to broaden students' range of theoretical skills and introduce them to some of the key problems in the social sciences, LSE100 challenges all students at the School – from accountants to historians, anthropologists to economists – to better fulfil the purpose of LSE captured in its motto: 'to understand the causes of things'. I lecture for the LSE100 module entitled: 'Why are great events so difficult to predict?' and use the example of the end of the Cold War to encourage students to think about whether or not 1989 was inevitable, how we use evidence, and the extent to which what happened was the result of policy choice, accident, personality, ideas, or structure. ”

**Professor Michael Cox**, Co-Director of LSE IDEAS, Centre for International Affairs, Diplomacy and Strategy

In 2010-11, we will focus on: improving teaching quality and student satisfaction levels in relation to the academic experience; increasing contact hours between permanent academic staff and undergraduate students; full implementation of LSE 100 (the School's initiative aimed at introducing undergraduates to a wide range of social science concepts); planning for the new Student Centre; supporting good relations on campus and improving internally- and externally-facing websites.



## Priority: research

LSE is a world leader in social science research.

The UK Research Assessment Exercise (RAE) 2008 judged LSE to have the highest percentage of world-leading research of any university in the country, topping or coming close to the top of a number of rankings of research excellence. LSE submitted over 90 per cent of eligible staff for assessment. Economics, Law, Anthropology, Social Policy and the European Institute headed the national rankings. Our achievement surpassed our outstanding showing in the previous RAE in 2001.

LSE protects and encourages theoretical and 'blue skies' research while promoting engagement with wider society. A decentralised structure protects and promotes academic freedom. Collectively, members of the faculty combine the highest standards of intellectual rigour and independence with contributions to wider society including the development of policy in the public, private and voluntary sectors. Research in the School is supported by the Library, designated by the Higher Education Funding Council for England (HEFCE) as one of five National Research Libraries.

The training of PhD students, who make an important contribution to the intellectual life of the School and will form the next generation of academics, is central to the School's mission. All departments run PhD programmes, and the School supports PhD students through around 30 full scholarships alongside some £2.2 million in funding for research students. We are awaiting the outcome of our bid to become an Economic and Social Research Council (ESRC) Doctoral Training Centre; initial feedback has been positive. We will strive to increase our scholarship provision and ensure that facilities for research students are progressively improved.

“



I was delighted to join LSE in April 2010 as director of the Centre for the Study of Human Rights and

Professor of Sociology. Human rights faces a series of ethical and academic challenges today. Some of the challenges are familiar ones, others are new and unexpected and demand different intellectual approaches. The centre is well-placed to expand further its engagement with new audiences and stakeholders, both in the UK and internationally. This is an enormously exciting time to be heading the centre and I greatly look forward to working with the many individuals and organizations from across the political spectrum who are associated with the centre.

”

**Professor Chetan Bhatt**, Centre for the Study of Human Rights

As already highlighted in the Director's Statement LSE researchers are in the forefront of developing innovative ways to explore the increasingly complex and inter-related problems of modern society. Major new research centres include the Grantham Institute on Climate Change, the International Growth Centre, the Spatial Economics Research Centre and, most recently, a new Middle East Centre.

LSE is implementing the UK Research Councils' Concordat in order to attract and retain the

# The School's Priorities continued...

best research staff, by offering a supportive and stimulating research environment.

Despite these strengths in research, we must address challenges over the planning period to maintain our leading position:

- make every effort to maintain the amount of research funding from peer-reviewed external sources in real terms
- try to influence the development of the Research Excellence Framework (REF) so that it takes due account of LSE's interests as a specialist social science university. Within LSE, we will encourage and help academics to ensure that their research achievements are fully recognised by the REF, especially in the new area of 'impact'

- put in place appropriate facilities to support our expanding portfolio of research activities.

In 2010-11, we will focus on: maintaining the value of research funds from peer-reviewed external sources in real terms; preparing for the REF, including the completion of mock REFs for some departments; establishing an ESRC doctoral training centre (assuming the School's bid is successful) and improving the quality of research space by working towards the creation of a Research Hub.



Over the last year we have reviewed library services for PhD students and developed a portfolio of tailored support services to meet their needs. We offer research postcards to help establish a relationship between students and their liaison librarian for the duration of

their studies; and 1-2-1 research consultations where liaison librarians provide in-depth help and advice.

A feature of LSE life is the creativity and energy generated through networks and connections between people from different areas of the School. This year we were asked by the PhD Steering Group – a grass roots student initiative – to support them in organising a Poster Exhibition of students' work. As well as helping with the event organisation, we arranged for all the posters to be added to the School's institutional repository – LSE Research Online – and displayed the winners in the Library's ESCape area. ”

**Michelle Blake**, liaison and service development manager, LSE Library Services





## Priority: engagement

Our Fabian Society founders established the School at the end of the nineteenth century to bring academic expertise to bear on the problems of society.

LSE academics are engaged in public debate and the policymaking process. They are frequently to be found in the media, commenting on issues from the global economy to the government of London. Many serve on government panels and advise international organisations, businesses and charities.

The public lectures programme at LSE embodies the School's engagement agenda and caters to the thirst for informed debate.

Global leaders in politics, business and the academic world come to LSE to discuss the issues of the day. Most events are open to the general public; many are recorded and made available online – or webcast live – so that audiences globally may benefit.

LSE's expertise is seen not only in our degree programmes but also in a major Summer School, an executive Summer School and a China Summer School run in Beijing with Peking University adds a special Asia focus.

LSE Enterprise coordinates executive education and consultancy services for individuals, governments and other organisations.



I work as one of two translators in the LSE press office. Along with my colleague, Joanna Bale, my role is to develop good links with academics, to fully understand

their research and to help bring it to the attention of a wide range of audiences. This can be in the form of assistance with an Opinion piece or with a briefing for policy-makers – or it can be in the form of a straightforward press release. Jo and I have also built up the Research Highlights section on the website – where we place articles on LSE research written in a lively and accessible way. We also help publicise the growing number of online research videos on the LSE website. ”

**Sue Windebank**, translator,  
LSE Press Office

# The School's Priorities continued...

LSE is also a major contributor of academic direction and support to the University of London International Programmes, through which students may study to degree level anywhere in the world.

Focused institutional partnerships promote deep and academically-innovative engagement with a small number of top-level universities. While currently focused on Europe, Asia and North America, new partnerships will be added as relationships develop to extend our global reach. We aim not only to extend LSE's teaching and research, but also to increase our ability to contribute our expertise to wider global society.

97,000 alumni in some 190 countries contribute significantly to the

quality and effectiveness of public and private sectors around the world, testifying to LSE's tradition of international engagement. Alumni show their commitment to the School in many ways and have given generously to support teaching, research and the estate.

LSE is committed to recruiting the best students worldwide and to widening participation in higher education, working with schools and their pupils. The School provides financial support totalling c£14m from School funds and a variety of other Scholarships for upwards of 2,000 students annually.

Despite LSE's acknowledged strengths in this area, engagement is still uneven across our academic community. It is also less apparent outside the UK than our avowedly international orientation might suggest. We will therefore assign priority to the following over the planning period:

- encourage and assist more LSE academics to connect with wider non-academic audiences
- promote engagement in key locations around the world, particularly through events and by leveraging our institutional partnerships. An Africa initiative is taking this forward with African scholars and society
- bring LSE alumni closer to the intellectual life of the School, through online networks, alumni groups and faculty visits overseas. This will bring numerous benefits, including helping alumni to have greater impact in their chosen professions and locations
- help students acquire the skills they need to compete in rapidly-changing job markets through the LSE's Careers Service work with employers.





EVENT STEWARD

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LSE has one of the most prestigious public events programmes in the world. It makes the student experience at LSE truly unique.

Nelson Mandela, Bill Clinton, Dimitry Medvedev, Angela Merkel and Nobel prize winners Amartya Sen, Jo Stiglitz and Muhammad Yunus have all spoken here, as well as financial figures such as Alan Greenspan and Ben Bernanke – former and current head of the Federal Reserve. We also organise the Literacy Festival in Spring, a popular festival that explores the links between the social sciences, the sciences and the humanities. Last year Ben Okri, A.S. Byatt and Susie Orbach attended. The 2011 Festival will take place in February and will have a theme of ‘Crossing Borders’.”

**Louise Gaskell**, deputy events manager



In 2010-11, we will focus on: assisting Knowledge Transfer through LSE academics engaging with non-academic audiences; promoting our institutional partnerships and engagement with African scholars and society; achieving target levels for pre-departure events run by alumni groups, the numbers of alumni attending LSE reunions / events and LSE alumni registered on Houghton Street online; progressing our work to widen participation and maintaining the high proportion of students entering graduate-level employment or post-LSE education.

## Essential foundations:

Responsibility for delivering our three strategic priorities rests with both academic units and the School's service divisions.

In the service divisions, our most important objectives over the planning period are as follows:

- achieve the highest standards of effectiveness and accountability in governance
- maintain financial sustainability. Given the likelihood of a significant reduction in HEFCE support in the coming years, a Special Economies and Revenue Generation Group (SERG) has been established to develop proposals from Academic Departments and Service Areas to improve their net financial position by five per cent, to be implemented



from 2011, without adverse impacts on the School's strategic priorities. The SERG group is confident that the targets can be met through a combination of prudent economies and the development of new income streams. The School employs the HEFCE advised guideline of a surplus of three to four per cent of gross income and specific measures of financial strength to assess our current and forecast positions

- encourage donors and alumni to commit to support of the School through our fundraising and alumni relations
- create a higher quality built environment. We are in the process of commissioning a new student building which, alongside other capital projects, will increase the proportion of the School's estate in good quality
- achieve the commitments to environmental sustainability set down in the School's 2009 Environmental Policy; and continue to play a leading role in UK universities' commitment to sustainability
- continue to make the breadth of the School's research and expertise available online, through the LSE Research Online repository, Research Highlights and Experts on the website, web access to teaching materials and other online resources
- enhance our IT facilities to support teaching, learning and research; access to information; collaboration; knowledge sharing and improved communication
- implement the human resources strategy to attract and motivate high-quality staff
- promote equality and diversity across the School
- address the most significant risks to

the continuity of the School's essential services and activities and ensure that any interruptions are dealt with promptly

- continue to improve the quality of the services provided for students, staff and other members of the LSE community despite resource restraints.

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It was wonderful to welcome some new guests to Passfield Hall this year. But instead of needing a room deposit, these guests will pay their rent in honey. We've installed two honey bee hives at the Hall, making it one of the first university halls of residence to own its own bees. The two hives were officially welcomed to the hall at the end of July and it is hoped they will grow to house up to 100,000 bees. The hives are one of several new initiatives at the School aiming to improve its sustainability by enhancing the biodiversity and habitat on LSE's estate. LSE's new roof gardens, which are maintained by staff across the School, were also launched earlier this year and can be followed on Twitter under LSEGardens. ”

**Liane Fredericks**, residences sustainability officer



In 2010-11, we will focus on: achieving the highest standards of governance; aiming to deliver an annual target surplus of 3-4 per cent of gross income; encouraging donors and alumni to support the School; creating a higher quality built environment as part of our evolving estate strategy; achieving our commitments to environmental sustainability; enhancing online access to research outputs; implementing our HR strategy; launching our Single Equality Scheme and promoting equality and diversity across the School; undertaking further work to control expenditure and improve value for money; enhancing our IT services; pursuing our commitments to service quality; delivering assurances on data quality and managing risks to business continuity.



The journey towards creating a world class estate continues apace. Planning for the New Students’

Centre is well advanced with site works commencing in 2011. In addition to the capital plan, there is now an emphasis on improving the ‘public realm’, catching up on Long Term Maintenance and implementing the LSE’s first Carbon Management Plan. The latter having the ambitious target of a 57 per cent reduction in CO<sub>2</sub> output by 2020.

**Ken Kinsella**, Director of Capital Development, Estates





LSE

Building

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I felt enormously excited to be elected as the first female general secretary of the Students' Union

in eight years in May 2010. My broad aim is to make the student experience as positive as mine. Coming from a challenging socio-economic background, I was incredibly lucky to have received an LSE Scholarship – the Bill Bottriell Award – so financially I felt able to cope, but finding internships and gaining a similar footing academically was a challenge. LSE has proved to be an enormously beneficial experience for me – and I want to ensure it is for everyone. ”

**Charlotte Gerada**, General Secretary, LSE Students' Union

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