



## Strategic Plan 2006-11: planning for the future

In his introduction to the Strategic Plan 2006-11, Howard Davies says: 'I am painfully aware that the title 'strategic plan' is something of a turn off for many people. It offers the prospect of acres of management consultant speak, and is, almost by definition, unlikely to give you a clear idea of what you ought to be doing next Monday.'

'In preparing LSE's strategic plan, we have attempted to avoid these pitfalls. You will find it is quite short, jargon free (as far as we can achieve that) and quite specific in its description of our priorities and how we will measure our performance against them. So I encourage you to find time to give it more than a cursory glance.'

A printed copy of the *Strategic Plan 2006-11* has been sent to every staff member and copies are issued to new staff as early in the induction cycle as possible. However, additional copies may be obtained on request from Dan Bennett, Planning Unit, ext 5272, email: [d.bennett@lse.ac.uk](mailto:d.bennett@lse.ac.uk)

This *News&Views* special sets out key features of the School's Strategic Plan for the next five years up to the academic year 2010-11, with a particular emphasis on how academic departments and research centres can relate to its five priorities. The full text of the plan can be viewed online via the quick links at [www.lse.ac.uk/collections/planning\\_unit](http://www.lse.ac.uk/collections/planning_unit)

### FIVE PRIORITIES FOR THE FUTURE

The Strategic Plan identifies five strategic priorities that the School considers essential in order to develop over the next five years. These are supported by a number of specific Measures of Achievement

(that identify what we want to achieve over the five year planning period) and Strategic Performance Indicators (that identify how we plan to get there – the evidence):

#### PRIORITY ONE

##### MAINTAIN EXCELLENCE IN TEACHING WITH HIGH QUALITY

##### STUDENT SUPPORT SERVICES

Students are our *raison d'être* and it is essential that we provide the best experience we can for them. This goes beyond the teacher/student interface and includes the academic/teaching experience; academic support services; administrative services and the social experience.

How do we measure? Through student questionnaires and the staff satisfaction survey (undertaken in Michaelmas term 2006), the results of which are now available online at: [www.lse.ac.uk/collections/humanResources/StaffSurveyHeader.htm](http://www.lse.ac.uk/collections/humanResources/StaffSurveyHeader.htm)

##### PERFORMANCE INDICATORS INCLUDE:

- student satisfaction with course teaching
- student satisfaction with PhD experience
- student satisfaction with Library and ITS



'The feedback we gain from our own annual User Satisfaction Survey enables us to monitor the needs of students and staff. This, along with individual follow ups to the comments received, allows us to develop new courses and programmes of support tailored to the needs of the School.'

**John Heyworth**, LSE Language Centre



'The high proportion of overseas postgraduate students provides a dynamic blend of cultures and academic backgrounds. Students are attracted by the opportunity to interact with an international community and this broadens their horizons.'

**Nicole Boyce**, Government Department

'We are committed to contributing to the dissemination of ideas via a number of related master's and inter-disciplinary teaching programmes.'

**Martin Lodge**, Centre for Analysis of Risk and Regulation



'We have recently contacted our previous master's students to find out about career developments. We value maintaining a relationship with them.'

**Cerys Jones**, Government Department



## PRIORITY TWO

### PRODUCE RESEARCH OF THE HIGHEST QUALITY

We are committed to improving research facilities for the full range of types of research. The provision of time and resources for research is crucial.

How do we measure? By how well the School does in the 2008 Research Assessment Exercise (RAE) as well as through increasing high quality peer-reviewed research and improving the period of completion for PhD students.

### PERFORMANCE INDICATORS INCLUDE:

- academic staff in receipt of peer-reviewed research grants
- level of funding for top quality peer-reviewed research
- students in receipt of ESRC funding submitting within four years and all students submitting within six years

## PRIORITY THREE

### ENGAGE WITH THE WIDER COMMUNITY

The School seeks to engage the wider community through a diverse range of activities, including increasing the diversity of the student body, advising policy makers in governments and businesses around the world, the LSE's alumni community across the globe helping spread the LSE ethos to the wider community. We also offer our public lecture programme which addresses contemporary issues to people in London.

How do we measure? By increasing the percentage of UK undergraduate students from under-represented socio-economic backgrounds and from state schools, through achieving the conditions of the Access Agreement with the Office for Fair Access (OFFA) and enhancing externally facing activities from local through to international level using alumni where possible.

### PERFORMANCE INDICATORS INCLUDE:

- students from under-represented groups
- students from state schools/colleges
- alumni details held and recorded attendance at ODAR events
- value of research based relationships with international partner institutions



'We encourage our students to take full advantage of the range of advice, specialist knowledge and advanced courses available in the Department. By providing supervisors and advisors who monitor and assist student progress, and by providing training in research design and research methods, we aim to help students prepare and implement first rate research projects and complete these projects within a reasonable time frame.'

**Simon Hix**, Government Department

'Research at the Gender Institute is typically interdisciplinary and the teaching is all at postgraduate level. This combination means that pretty much everything we research can enter directly into one or other of our courses.'

**Anne Phillips**, Gender Institute



'CATS provides an international interface between scientific weather forecasting and industrial decision making in sectors with operational weather risk. A similar relationship is developing around questions of climate change, particularly in the energy and financial sectors.'

**Lenny Smith**, Centre for the Analysis of Time Series (CATS)



'I am doing research on Diverse Roots, a MOSAIC community arts project funded by the Arts Council. Through photography, weaving and dance workshops I examine how such community activities promote cultural identities and anti-racist attitudes amongst black, Asian and mixed parentage children and young people.'

**Caroline Howarth**, Social Psychology

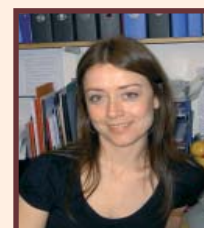
'We work closely with a number of European Universities including those in Tier, Bremen, Toulouse and Amsterdam to co-ordinate the European master's in Labour Studies. The programme offers students the opportunity to carry out part of their current studies or undertake further studies in an overseas institution.'

**Emma Anderson**, Employment Relations and Organisational Behaviour Group



'Our public lecture series, the Future of Europe, attracts international speakers and audiences from a wide cross section of the public. We are now seen as the leading UK forum for policy issues affecting Europe.'

**Elaine Hemmings**, European Institute



'We produce an annual web based planning newsletter which is oriented towards the alumni of the MSc in Regional and Urban Planning. It has features on the current programme, articles and messages from past students and an update on new alumni babies.'

**Andy Thornley**, Geography and Environment



#### PRIORITY FOUR

##### FORMULATE AND IMPLEMENT A PLANNED PROGRAMME OF EXPANSION TO ENABLE THE SCHOOL TO MAINTAIN ITS COMPETITIVE POSITION AND FACILITATE INTELLECTUAL INNOVATION

This concerns how the School needs to change to grow to 9,000 full-time students by 2012, an opportunity provided by the acquisition of the New Academic Building at 24 Kingsway. Growth will focus on intellectual reappraisal and improvement. As a corollary of its growth plans, the School will develop a programme of activities on environmental sustainability.

How do we measure? By various measures including completion of the New Academic Building for occupation by October 2008, evaluating departmental development plans and finalising proposals, improving the process for embedding formal relationships with overseas institutions, implementing a financial strategy of borrowing requirements and implementing the policy on environmental sustainability adopted by Council.

##### PERFORMANCE INDICATORS INCLUDE:

- number of full-time students
- energy consumption (by m2 and per capita)
- water consumption (by m2 and per capita)

'In 2004, the Gender Institute set up a new MSc programme in Gender, Development and Globalisation to match increasing demand for scholars skilled in gender analysis on a global scale.'

**Hazel Johnstone**, Gender Institute



'As a Sustainability Champion for the department, I provide detailed guidance for staff and students on what should be done with regard to waste minimisation and recycling, energy and water management, green purchasing and sustainable approaches to transport.'

**David Scott**, Mathematics

'Our new undergraduate programme, BSc in Politics and Philosophy, in combination with our existing BSc in Philosophy and Economics, will make study at LSE a powerful alternative to Oxford with its famous PPE degree.'

**Rebecca Matthams**, Philosophy, Logic and Scientific Method



#### PRIORITY FIVE

##### FOCUS RESOURCES TO DELIVER PRIORITIES

The School needs to ensure it has adequate resources to deliver its strategic priorities, eg through a critical analysis of what we do and how changes to the way we do things centrally may release resources to address the other strategic priorities and by developing alternative revenue streams to generate funds.

However, it is important to note pounds and pence are not the be all and end all here – it is acknowledged that well motivated and enthusiastic staff continue to be essential in order for the School to achieve all of its objectives.

How do we measure? By various measures including delivery of an annual target surplus of three to four per cent of turnover on balance

over the planning period, developing additional revenue streams in order to bring in additional net income for the School, achieving a reduction of administrative and infrastructure costs as a percentage of total expenditure and delivering a better value for money service in order to ensure appropriate administrative services for enhanced volumes.

##### PERFORMANCE INDICATORS INCLUDE:

- value of academic fee income
- net income from alternative revenue streams
- number of light touch APRC reviews

'We've revamped some rooms without breaking the bank by cleaning, re-painting and using some of the many good pieces of unwanted furniture available around the campus. This has helped save money as well as helping the environment.'

**Elaine Gascoyne**, Geography and Environment



'As a research manager, this is a very exciting time. We are gearing up for the various FP7 funding opportunities – working with other LSE colleagues and Europe wide partners from both academia and industry.'

**Lyn Grove**, Centre for the Analysis of Time Series (CATS) and Statistics



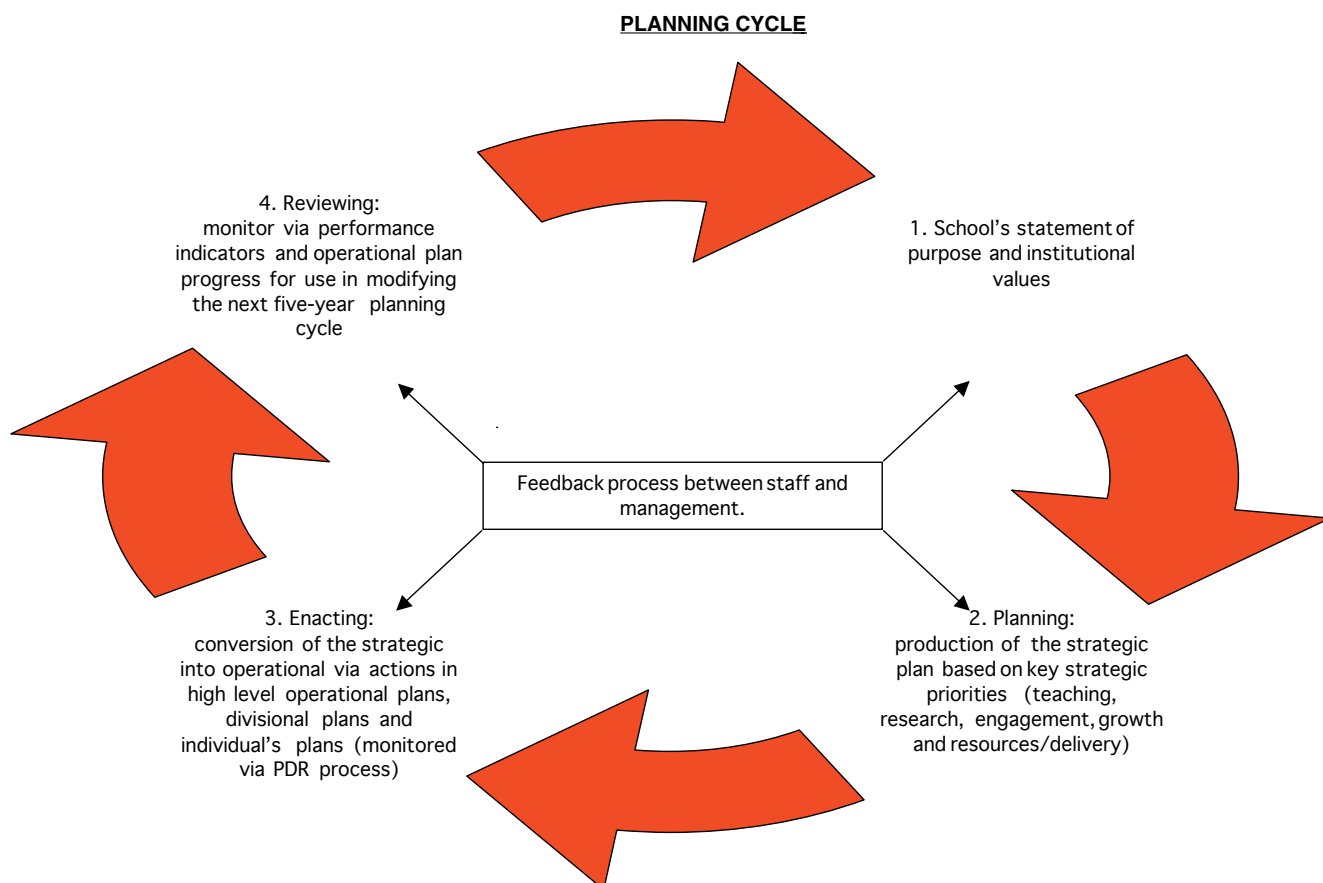
'Each year, the Centre is home to 60 plus human rights MSc students and, despite our small team and limited funds, we work to foster a sense of community from the outset. We support and encourage the nomination of a student committee, subsidise the class trip to Geneva or Strasbourg, and provide extra curricular activities including a welcome party, workshops and talks by human rights activists and experts.'

**Harriet Gallagher**, Centre for Human Rights

# The Planning Cycle

The Planning Unit delivers presentations on this plan to all new staff members, and staff are available for local presentations as required throughout the year.

There are also various opportunities available to all staff for feeding back views on strategic/operational plans and on the strategic planning process.



Your contribution/involvement with the plan is clearly seen in the connection between the strategic plan, departmental development plans or the Central Administration operational plan (depending on where

you work in the School) and then to your own individual plan, via the annual performance review process (appraisal) which ensures that we all maintain our part in the process.

The School is committed to involving staff in the annual planning cycle and is seeking your suggestions for updates to the current Strategic Plan as part of the process for producing the 2007-12 version. Probably the easiest method is to take part in our online survey which can be found at: [https://www.lse.ac.uk/collections/planningUnit/internal/staff/strategic\\_planning\\_survey.htm](https://www.lse.ac.uk/collections/planningUnit/internal/staff/strategic_planning_survey.htm)

This survey is completed anonymously, can be saved part way through and takes around 10 minutes to complete.

Comments and suggestions on the strategic planning process are also welcome by telephone or email. If you have any comments to make and would prefer not to use the online survey, you can contact Jenny Bone, ext 4622, email: [j.c.bone@lse.ac.uk](mailto:j.c.bone@lse.ac.uk) or Susan Howard, ext 7520, email: [s.c.howard@lse.ac.uk](mailto:s.c.howard@lse.ac.uk)

Comments made will be taken into account in preparing the 2007-12 edition of the Strategic Plan, which will be submitted to Council for approval next term.