

2022 – 2027 LSHTM Strategy

Towards a healthy, sustainable, and equitable world for everyone

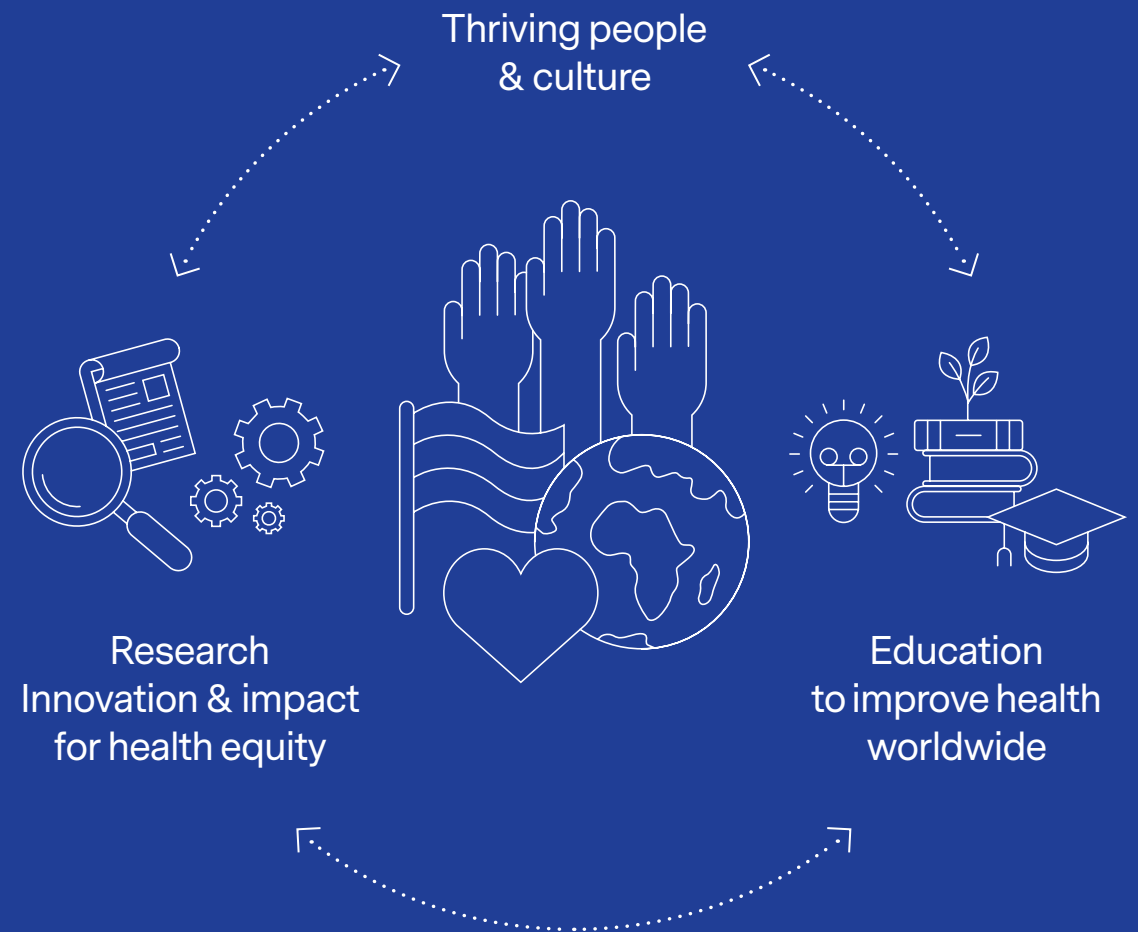
LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



Improving Health Worldwide

I. Introduction

This strategy sets out LSHTM's priorities for the first five years of our journey towards our vision for 2032. We have shaped this around three strategic themes: research innovation and impact for health equity, education to improve health worldwide and thriving people and culture. Our values are central to how we pursue our priorities.



Across our strategy we have embedded core themes that underpin all that we do, these are: equity, diversity and inclusion, new ways of working, environmental sustainability, financial sustainability and operational effectiveness.

To demonstrate our commitment to delivering our strategy, within each strategic theme we have highlighted key examples of actions we will be taking at the early stages.

II. Our mission

Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.



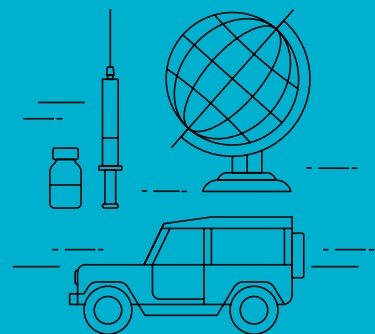
III. Vision 2032 & values

Our vision is for a more healthy, sustainable and equitable world for everyone. This vision will guide our activities as we pursue our overall mission.

Our values – to act with integrity, embrace difference, work together and create impact – underpin the mission, provide purpose and direction, and express our expectations of behaviour of everyone at LSHTM.

IV. LSHTM in context

Climate change, environmental change, urbanisation, major demographic shifts, migration, social drivers such as racism and sexism, increased poverty, and the continuing threat of endemic infectious diseases are shifting priorities in human health, and new threats are emerging.



The COVID-19 pandemic has stalled and reversed progress in health, shortened life expectancy, amplified health inequalities, and exacerbated income inequality. It has also led to the acceleration of automation and technology adoption, with people rapidly acquiring new skills.

For decades, LSHTM has been at the forefront of cutting-edge scientific research, health discoveries and education. Our mission is clear and resonates strongly across the whole LSHTM community, and we see many opportunities enabling us to continue to strive for our mission in the future. Our researchers explore all aspects of health challenges, from fundamental laboratory science through to policy appraisal and analysis, encompassing statistical, clinical, laboratory, epidemiological and social science research. Our award-winning responses to the Ebola epidemic and work on COVID-19 and pandemic preparedness show how we can work together as a critical mass across disciplines and as a team across the whole community to respond to future global health threats. Our ability to rapidly assemble interdisciplinary research teams places us well to inform and respond to funder priorities to tackle major health challenges that require an array of scientific approaches.

We take seriously our responsibility as a guardian of knowledge, imparting and exchanging expertise through, for instance, our commitment to Open Science and scientific guidance to Governments e.g., as members of SAGE committees, and through our Library, Archive and Open Research activities and resources.

LSHTM has a strong reputation for academic excellence which is recognised around the world. Globally, demand for excellent higher education is forecast to outstrip supply, there are significant areas of the workforce thirsty for upskilling, and there is a major shortfall in the numbers of people needed in the global health workforce, which is heightened during emergencies.

LSHTM has a hugely valuable role to play in responding to this demand - drawing upon our strengths in the provision of learning at a distance for those who need or choose it from around the world, lessons from the pandemic and areas of research and pedagogical expertise.

Our new ways of working, with greater hybrid activity, reduce our reliance on the physical estate and open up opportunities to expand our education provision in ways that are more flexible and responsive to students.

The publication of the Independent Review to address discrimination and advance anti-racism and equality at LSHTM was a significant inflection point in our history. LSHTM has been shaped by colonialism and the patterns of racial discrimination that characterise it, and we are committed to our School being a place of anti-racist education, employment, research and partnerships. This work sits within the wider context of our equity, diversity and inclusion goals, which set out a significant programme of culture change for the coming years.

Legally and institutionally, LSHTM is a UK institution working under UK law and regulations, with core activities in the UK and around the world. We recognise the complexities in operating as a UK institution within the various legislative contexts of other countries, for instance regarding employee relations and characteristics that are protected in UK law, and the implications they may have in relation to employee engagement and progressing EDI objectives, for example for our LGBTQ+ community.

V. Our goal

Through excellent research and education, we will work together at the forefront of tackling the UK and the world’s major challenges and opportunities in human health.

This will include a focus on health inequities, impact of climate and environmental change on health, pandemic preparedness, harnessing the potential of data science, and strengthening capacity.

VI. Guiding principles

To ensure a sustainable future for the LSHTM community and all who we work with, we will:

- Focus our effort and resources on areas of identified strength, new opportunities and ability to add value.
- Expand our education provision to improve health worldwide through a responsive and evidence-informed approach; with a sharp focus on demand and need around the world, quality, and recognised research and pedagogical expertise. In doing so, we will widen access and advance student success, and engage our global alumni community.
- Strive to realise an inclusive research, education and working environment reflected through a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential. Aim for equity and belonging for all minoritised and marginalised groups and intersectional identities, including: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, socioeconomic status, gender, neurodiversity, transgender identity, caring responsibilities and being a care leaver.
- Ensure that we live by our values, and that these and our expected behaviours are understood and enacted in all our interactions at all levels.
- Ensure close and supportive relationships with our strategic partners around the world and enable equitable partnerships for mutual benefit.
- Urgently address our carbon emissions, work tirelessly towards our goal to achieve carbon neutral by 2030, and deliver progress with climate change issues through our research, education and internal operations.
- Drive financial sustainability through creating sufficient surplus to invest strategically in achieving our priorities and to enable us to respond to unexpected events. We will aim to secure a resilient funding base through: concentrating on areas of strength and excellence; improved cost recovery; working with funders, donors and philanthropists; knowledge exchange and innovation activities that contribute to our mission; increased education provision; operational efficiency; and strategic disinvestment.

VII. Our strategic priorities

Research, innovation & impact for health equity

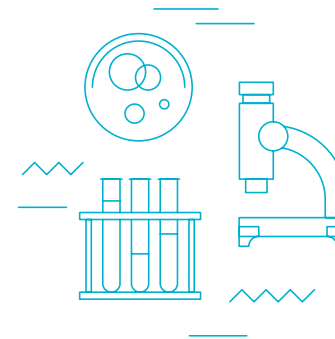
Over the next five years our priorities will be to:

Sustain and promote excellent human health research

- Concentrate our efforts on the highest quality and most impactful research that addresses the key health challenges facing the world and impacts on human health, shaped by health need, the UN Sustainable Development Goals, embracing innovation and impact, our recognised expertise and availability of funding.
- Grow our influencing and convening power, advocating and demonstrating the critical role of human health research for economy and society, playing a greater role in shaping the direction and priorities of external funding streams.
- Ensure we are well-placed and prepared to secure longer-term programmatic funding, including through refreshing our strategic partnerships and internal planning.
- Improve synergies across our academic expertise and selection and supervision of doctoral candidates.

Maximise the impact of our research mission through knowledge exchange and innovation

- Root our knowledge exchange activities in our scientific expertise and research excellence, and disseminate our knowledge and research outputs to drive health improvements and influence policy decisions.
- Extend the reach of our mission in the economy and society by continuing to work with a range of external partners including governments, health care providers, third sector institutions, industry and business, civil society and other global institutions.
- Support our academic community across faculties and MRC units to understand and engage in areas of knowledge exchange that are entwined with their scientific endeavour, through heightened visibility and recognition of activities and achievements, increased awareness of commercial opportunities, and improved capture of data across the range of LSHTM's knowledge exchange portfolio.



Strive for equitable and sustainable research and research partnerships

- Address colonial legacies in research through a system-wide approach, developing clear objectives for more equitable partnerships, reforming relevant LSHTM systems and processes, and providing guidance and training.
- Strive for equity and inclusion of all minoritised and marginalised groups in our research, including equitable participation among individuals, groups and communities.
- Embed environmental sustainability into how we work with research partners and our research processes and practices.

Advance multi and inter disciplinary research

- Build on our strengths in partnership and collaborative working, both internally through our faculties, MRC units and Centres, and externally with strategic partners, to catalyse our role in addressing challenges impacting human health that require a range of disciplinary expertise.
- Raise the profile and positioning of our Centres and enhance the visibility of research groupings.
- Ensure that we continue to make our research widely available in a responsible and secure way, effectively utilising the digital environment to organise, conduct and share our research.

Examples of early actions for how we will do this:



Strengthen LSHTM's capacity to conduct clinical trials and convene a Clinical Trials Task and Finish Group to map out actions.



Ensure we use responsible research metrics in defining and measuring success in our processes and practices.



Set up a monitoring process to ensure we do well in UK government research quality reviews, as well as meeting other research quality benchmarks.



Overseen by our Equitable Partnerships co-ordinating group, develop guidance and provide training on equitable partnerships, informed by sector leading frameworks and tailored to the disciplines and contexts within which LSHTM works.



Review Academic Expectations and Promotions criteria and guidance to ensure sufficient recognition of (1) contributions and achievements in knowledge exchange, and (2) outputs and grants that reflect our commitment towards equitable partnerships.

Education to improve health worldwide

Over the next five years our priorities will be:

Research-rooted, stimulating and responsive education

- Build on LSHTM's education strengths and develop our specialist Master's and short course provision to meet society's evolving health needs through original, cutting-edge and stimulating education for future health leaders, researchers and practitioners. We will refresh and streamline our education portfolio with design principles that achieve a balance between research-informed, student and market-informed curricula and methods, fully engaging our MRC Units.
- Work in partnership with students and enable them to become active participants in co-creating the curriculum and opportunities for learning and professional development.



- Equip students to tackle the world's major challenges in health, create impact and be successful in their careers, including through developing subject specific expertise, core LSHTM attributes and engaging in real-world learning.
- Strengthen opportunities for students to learn and gain skills from their LSHTM education. Some examples of core LSHTM skills may include, amongst others: health communication; digital fluency; research ethics and integrity; open science; and understanding how colonial legacies are manifest in education and global health.
- Strengthen the learning opportunities for doctoral candidates, including enhancing core skills and transferrable skills training.

Flexible and digitally enabled learning and teaching

- Re-design the delivery of our taught education with students at the heart, so that the balance and amount of in-person and remote interaction across our programmes is informed by student need, demand and pedagogy. This will enable us to widen access and increase the number of taught postgraduate students benefiting from an LSHTM education.
- Harmonise delivery modes where appropriate.
- Harness the benefits of pedagogically informed and innovative digital teaching, learning and assessment to enrich the learning experience for all students.

An environment in which all students can achieve their potential

- Proactively improve access to LSHTM taught education and doctoral training, attracting students from a wide range of backgrounds, with different approaches to widening participation for UK students and those from other countries.
- Enable all students, including those from minoritised and marginalised groups, to achieve successful outcomes with an inclusive learning and teaching environment and enhanced learner support.
- Address colonial legacies through widening the curriculum and access to doctoral training and expanding the range of perspectives and experiences.
- Broaden access to an LSHTM education through expanding our short course and executive education provision and creating enduring mutually beneficial relationships between students, alumni and our School.
- Develop an institution-wide approach, with a common framework for the management and support of short courses, executive education and open education resources.

Foster the student experience

- Take a holistic approach to enhancing the LSHTM taught and doctoral student experience across the academic lifecycle, including creating blended student communities and developing systems of peer support to network students.
- Generate new opportunities for students as partners in co-creating their wider academic life at LSHTM. Enable and support meaningful student engagement and amplify the student voice through mechanisms for listening and learning from students.

Elevate and celebrate education

- Empower our academic staff with the opportunities, time and resources to be excellent educators, informed by the latest pedagogical expertise.
- Recognise, reward and celebrate high quality education, teaching and support contributions, informed by the sector-led Professional Standards Framework for teaching and supporting learning in Higher Education.

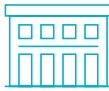
Examples of early actions of how we will do this:



Undertake a Portfolio Review and Simplification exercise, based on our 'Ideal MSc' curriculum principles, including which aspects of our programmes we will harmonise, student involvement in design, reconfiguring and/or discontinuing modules, common credit system, timely and authentic assessment, and establishing and mapping LSHTM's programme attributes.



Roll-out the Education Activity Database to support management of teaching allocation and capture of teaching load data across all activities related to all programmes and courses.



Further develop education-focused academic staff roles, including organisational and management roles, that appropriately reflect workload and expertise and drives parity of esteem.



Expand and develop a strategic scholarship offer to target students with the greatest barriers in the UK and in other countries.



Enhance doctoral degree supervisor training and strengthen recognition and reward for doctoral degree supervision and management.

Thriving people & culture

Over the next five years our priorities will be:

Inclusive and supportive culture

- Ensure an unwavering commitment to embedding equity, diversity and inclusion (EDI) and enacting our values in all that we do across LSHTM – we will deliver on our EDI objectives and ensure our commitments drive impactful change for all minoritised and marginalised groups.
- Take a whole-School approach to advancing race equity across LSHTM, including our faculties, MRC Units and professional services; and address our institutional structures which have been shaped by colonialism and the patterns of racial discrimination that characterise them. We will create an environment that values the experiences, contributions and perspective of all.
- Foster a LSHTM community and culture that all members are proud to be a part of, and stimulate collaboration and joint working across departments, MRC Units, services, academic and professional services staff.
- Prioritise staff and student wellbeing and take deliberate steps to connect and energise the LSHTM community around the world including our vibrant alumni network.

People focused in all that we do

- Recruit and retain talented professional services staff and nurture their career and leadership development. Embrace the valuable contributions professional services staff make towards our mission.
- Create a healthy and sustainable work culture with an early focus on increasing transparency around workloads and addressing inequitable workload distribution.
- Develop the academic staff pipeline and career pathways, with a specific emphasis on retaining talent at early career stage, improved recognition of education-focussed roles, and supporting the best mid-career staff to transition to leadership.

Vibrant and effective LSHTM environment

- As we respond and adapt as a community to the impact of the COVID-19 pandemic we will move forward with new ways of working that prioritise outputs, impact and service delivery excellence. We will monitor, evaluate and adjust our new ways of working approach, reflecting and learning as we go.
- Make LSHTM a welcoming and productive community to work and study. Develop our physical spaces and facilities to enhance the experience for students, staff and visitors, and enable us to flexibly work together.
- Continue to build and strengthen our operational capabilities, including our vital support services and digital infrastructure.
- Ensure the developments in our enabling environment, including our operations and processes, address and reduce our carbon footprint.

Examples of early actions of how we will do this:



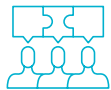
Robust implementation and resourcing of our EDI Action Plan and Independent Review Action Plan, with rigorous external monitoring of progress and achievement of success measures.



Roll-out a staff anti-racism development programme institution-wide including addressing manifestations of our colonial legacy.



Embed LSHTM values in our policies, procedures, practices and daily behaviours.



Foster synergies and create opportunities for collaboration with staff across our faculties and MRC units.



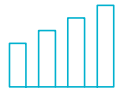
Roll out a programme of initiatives, activities and events to support wellbeing, socialisation and staff recognition.



Establish a Task and Finish Group to oversee and investigate actions to support professional services staff recruitment and retention drawing upon sector good practice, and beyond.



Review the academic pathway to permanent employment process.



Develop an internal academic Fellowship Scheme to support early and mid-career academic staff to progress.



Review and develop mentoring and sponsorship schemes for academic and professional services staff, including a specific focus on minoritised groups.



Strengthen development and support for line managers, so that line management is consistent and high-quality across LSHTM.



Continue to invest in capital development across LSHTM's locations to upgrade teaching, learning, working and social spaces, including opening a new conference centre.



Drive forward delivery of LSHTM's Energy and Carbon Management Plan and Sustainable Climate Impact Fund.

Appendix definitions

We've used words and phrases to describe concepts that are understood differently.

On the right are explanatory notes on the way we have used the words/phrases in this document.

Authentic assessment

Assessment that requires students to apply knowledge, skills and behaviours similar to those needed in their professional life.

Diversity

“Diversity is the presence of difference within a given setting” (General Assembly, 2019).

Decolonising

Decolonising higher education can be understood in different ways and can include both the curriculum and university structures more broadly. It can be described as an ongoing process which seeks to transform, through reflection as well as action, structures which were built on a foundation of racism, colonialism, and exclusion. For example: A way of thinking which...re-situates [colonialism, empire and racism] as key shaping forces of the contemporary world, in a context where their role has been systematically effaced from view. Bhabra, Gebrial and Nişancioğlu: 2018

Equality

“Equality is ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of their specific protected characteristic” (The University of Edinburgh, 2019).

Equity

While the concepts ‘equality’ and ‘equity’ both promote fairness, equality focuses on treating everyone the same regardless of need, while equity recognises the existence of systemic social inequalities, privileges and the need for actions to proactively reduce, if not remove, institutional structural and cultural barriers to equal opportunity and inclusion.

Inclusion

Inclusion is about creating an environment that has the necessary structures to ensure that every individual, regardless of their characteristics and background, has what they need to thrive personally and professionally.

Knowledge Exchange

We describe ‘Knowledge exchange’ (KE) using the Research England terminology, which encompasses the wide range of activities that Higher Education Institutions (HEIs) undertake with partners, from businesses to community groups, for the benefit of the economy and society. At LSHTM the terms knowledge translation, knowledge mobilisation, innovation, and engagement are more commonly used than KE but these encompass the same breadth of activities that we carry out with external stakeholders.

Protected Characteristics

The ‘protected characteristics’ defined by the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. LSHTM recognises that diversity encompasses and goes beyond protected characteristics as set out in the Equality Act (2010) and should include everything that makes us unique, from our backgrounds and experiences to our personalities and ways of thinking. This includes for example, socioeconomic status, gender, neurodiversity, transgender identity, caring responsibilities or being a care leaver.

Widening Participation

Widening Participation in HE is usually taken to refer to activities and interventions aimed at creating an HE system that includes all who can benefit from it – people who might not otherwise view learning as an option, or who may be discouraged by social, cultural, economic or institutional barriers. (Action on Access, Advance HE).

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