LSE School of Public Policy (SPP) Womxn's Network

Curriculum Inclusivity Report 2020-2021

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April 2021

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Acknowledgments

This work would not have been possible without a massive community of contributors.

We are incredibly grateful to our contacts at the Eden Centre, the LSE Library, the LSESU, the LSE Decolonising Collective, and other LSE departments for their advice, resources and guidance throughout the process. They include: Dr. Akile Ahmet, Bali Birch-Lee, Lydia Hall, Dr. Paul Horsler, Dr. Colleen McKenna, and Kevin Wilson.

Several professors were instrumental in our understanding of administrative and faculty challenges to creating diverse curriculum. They include: Dr. Bob Babajanian, Dr. Simon Bastow, Dr. Sara Hagemann, Dr. Adnan Khan, Dr. Sunil Kumar, Dr. Vanessa Rubio-Marquez, and Dr. Joachim Wehner.

We would like to thank the following students for their significant contributions to data collection: Awele Ajufo, Filippo Bandini, Zakaria Bekkali, Maya Daver-Massion, Megha De, Alex Gros, Grace Joel, Sally Jordan, Lucas Lamby, Caroline Mei, Tatiana Mora, Allison Raygor, Willow Ross, Fernando Sanabria Molas, Lydia Smith, Ana Laura Sovalbarro, and Jane Urheim.

Adrien Baranes, Luke Brown, and Bethany Carter provided invaluable graphic support.

We would finally like to thank the members of the Womxn's Network Board for the 2020-2021 academic year for their significant contributions and support to this initiative: Anushay Afnan, Awele Ajufo, Megha De, Venus Galarza-Mullins, Grace Joel, Lydia Smith, and Michelle Vogelzang.

Executive Summary

This report and its underlying research were conducted to understand the extent to which the diversity of the SPP cohort is reflected in the curriculum and learning outcomes for Public Policy students. Diverse and inclusive curricula are essential to ensuring the continued success of SPP alumni as policy practitioners around the world. This report uses the identities of authors assigned in SPP reading lists as a metric to assess the inclusivity of the curricula. The analysis finds that amongst all authors listed on SPP essential readings, only 22 percent are women and 19 percent are of Black, Asian and Minority Ethnic (BAME) backgrounds; most articles of diverse authorship are in the background and not essential readings. Furthermore, four courses feature no women authors and eight feature no authors of BAME backgrounds. These findings, along with informational interviews, inform our short- and long-term recommendations to the department to increase inclusivity in reading lists and create a more intersectional educational experience. Some of the recommendations include the following; a full list can be found on page 13:

- Providing guidance and resources to course conveners on how to build inclusive curricula and enhance pedagogical practices.

- Institutionalising inclusivity into SPP administrative activities as a key priority through mechanisms such as the Departmental Teaching Committee, EDI Committee and student feedback surveys.

- Investing in building institutional knowledge to address persistent inclusion gaps.

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Problem Statement

The SPP advertises the diversity of its cohorts and the multitude of "national, economic and societal" student perspectives as one of its primary strengths.[1] However, the lack of diversity in SPP course content fails to fully meet the expectations and demands of the student body and prevents broader policy learning. In an April 2021 survey of 142 current Master of Public Administration (MPA) and Master of Public Policy (MPP) students, 83% responded that a diverse and inclusive curriculum is "extremely valuable" (63%) or "valuable" (20%) to their education at LSE (Figure 1). Staff Student Liaison Committee (SSLC) meeting minutes have also repeatedly referenced students' concerns about the lack of diversity in course materials and reading list authorship since 2017.[2] Students are missing critical academic perspectives, especially from non-Western voices, creating intellectual gaps in the SPP's offerings. The SPP trains public policy experts who will pursue careers the world over; according to the SPP's 2019-2020 Annual Report, alumni are based in 88 countries. As a consequence, the SPP fails to equip graduates with the necessary experiences and knowledge to be successful working in the real world. To improve the quality of education and continue attracting the best public policy students internationally, it is imperative that the SPP offers a curriculum which reflects this diversity in each cohort.

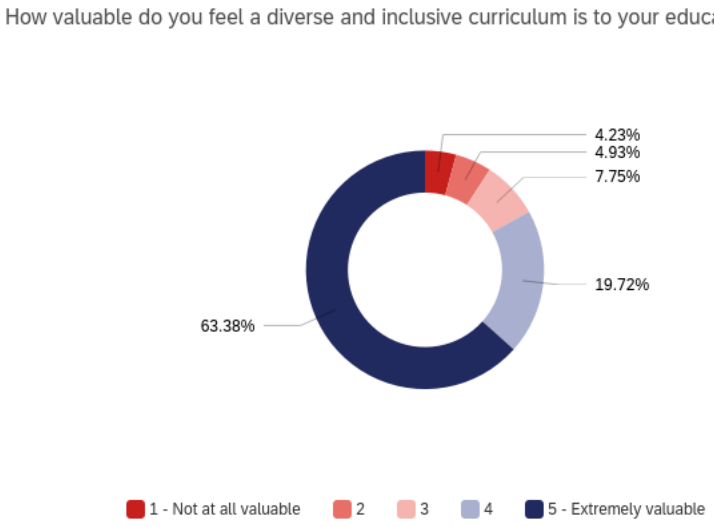


Figure 1 - Results of SPP Student Poll (April 2021)

An inclusive curriculum embeds the principles of inclusivity "within all aspects of the academic cycle, from the development and revitalisation of curricula, through the practice of teaching and learning, […] to programme review, modification and revalidation."[3] An inclusive curriculum not only acknowledges that students come from a range of different backgrounds and have a diverse set

[1] LSE MPA Class Profile 2020-2021 Cohort. https://www.lse.ac.uk/school-of-public-policy/mpa/class-profile. LSE MPP Class Profile 2020-21 Cohort. https://www.lse.ac.uk/school-of-public-policy/mpp/class-profile. LSE Executive MPA Profile. https://www.lse.ac.uk/school-of-public-policy/empa/class-profile.
[2] MPA SSLC Meeting Minutes (Nov 2017, p. 7) (Jan 2018, p. 4) (October 2018, p. 7) (May 2018, p. 4) (February 2019, p. 4) (May 2019, p. 2) (Nov 2019, p. 4-5, 7-8, 9-11) (February 2020, p. 2-3, 7,-9) (November 2020, p. 3, 9) (February 2021, p. 1)
[3] https://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/inclusive-curriculum-framework/

of learning styles and experiences, but also leverages this diversity to provide learning opportunities for students and staff.[4] Harvard University notes that "inclusive teaching is good teaching."[5]

In Michaelmas Term of 2019, the SPP Womxn's Network produced a Gender Balance Report which highlighted a lack of representation in SPP course materials and instruction, showing that only 24% of that term's essential readings included a woman author, 14% included an author of colour, and 4% included a woman of colour as an author.[6] The following report constitutes an update to and expansion of last year's initiative for the full 2020-2021 academic year, consisting of Michaelmas Term and Lent Term taught courses for the MPA, MPP, and Executive programs. Our goal is to highlight the existing gaps in curricula within the SPP and provide recommendations for the SPP to incorporate a wider range of voices into taught courses. A reading list lacking in diversity is only one signifier of larger gaps in the educational experience, thus our analysis is part of a broader effort to encourage more inclusive institutional practices within the SPP and deliver a better academic experience to students.

[4] https://closingtheattainmentgap.co.uk/inclusive-curriculum/
[5] https://bokcenter.harvard.edu/inclusive-teaching
[6] SPP Women's Network 2019 MT Gender Balance Report

Broader LSE Context

LSE's 2030 Strategy puts "Excellence built from diversity and inclusion" as the first of its guiding principles.[7] The strategy promises to "embed equity, diversity, inclusion and sustainability across all our processes and procedures" in order to "develop LSE for everyone."[8] LSE's Eden Centre for Educational Enhancement similarly emphasises inclusive practice in the Inclusive Education Action Plan (IEAP). The IEAP highlights curriculum enhancement as one of its five key areas of work, with the goal to create a more inclusive and intersectional student experience for a university whose student body is nearly 70% international.[9, 10]

Prior to the IEAP, many LSE departments in recent years have identified bias in their curricula as a problem and created projects to address it. In 2019, a team of LSE researchers in the International Relations (IR) Department published their analysis of 43 recent syllabi in the European Journal of International Relations, finding "evidence of bias that reproduces patterns of female exclusion."[11] The same year, the Firoz Lalji Centre for Africa (FLCA) created a podcast series and associated blog, Citing Africa, in response to declining acceptance rates of articles written by Africa-based academics from 1993-2013, despite an increase in submissions.[12] Series 1 of the Citing Africa podcast discussed how academic knowledge production perpetuates the dominance of "Northern-based scholars" and resulting blog posts tackled how institutions can work to address the imbalance. LSE Assistant Lecturer and Atlantic Fellow Dr. Sara Camacho-Felix's research on BAME student experiences in ten LSE departments, as well as Professor Shaku Banaji's research within the Department of Media and Communications, has directly informed the development of the IEAP.[13] Additionally, the LSE Library embarked on a review of their Collection Development Policy in 2019 with the explicit goal to "develop more diverse and inclusive collections."[14] The prevalence of such initiatives indicates that building inclusive curricula is a challenge acknowledged by other LSE departments representing a wide range of disciplines.

There are nuanced ways through which diversity manifests in the educational experience. This report acknowledges that course materials – essential reading lists in particular – are just one element of an inclusive curriculum. This report is not intended as a comprehensive analysis of diversity and inclusion within the SPP, but instead as a catalyst for departmental action and attention to the problem. The topic of a more inclusive, intersectional curriculum is complicated by the historical dominance of white, male voices in academia more broadly, as well as the significant structural and logistical challenges of expanding library collections. The LSE Library's work to

[7] LSE 2030 Strategy, as approved by Council 5 February 2019.
[8] https://www.lse.ac.uk/2030
[9] Inclusive education at LSE, https://info.lse.ac.uk/staff/education/Inclusive-Education-Action-Plan
[10] Student Statistics. 2020. https://info.lse.ac.uk/staff/divisions/Planning-Division/Assets/Documents/Student-Statistics-2020.pdf
[11] Phull, Kiran, Gokhan Ciflikli, and Gustav Meibauer. 2019. "Gender and Bias in the International Relations Curriculum: Insights from Reading Lists." European Journal of International Relations 25(2): 383–407. http://journals.sagepub.com/doi/10.1177/1354066118791690 (October 14, 2020).
[12] "Citing Africa Podcast: Critical Investigations into Knowledge Production." Firoz Lalji Centre for Africa. https://www.lse.ac.uk/africa/citing-africa/About-Citing-Africa (April 9, 2021).
[13] Camacho-Felix, Dr. Sara. 2019. "Addressing Attainment Gaps: BAME Students Experiences and Recommendations for LSE." (LSE Departments include: Accounting, Economics, Gender Studies, International History, International Relations, Law, Management, Philosophy, Social Policy, and Sociology)
[14] Wilson, Kevin. 2019. "Decolonising Library Collections: Towards Inclusive Collections Policies." Decolonising LSE Collective. https://decolonisinglse.wordpress.com/2019/10/26/decolonising-library-collections-towards-inclusive-collections-policies/ (October 14, 2020).

amend their Collections Development Policy highlights how building diverse and inclusive curricula requires diverse collections from which to draw. In a 2019 blog post, the LSE Library's Collections Development Manager acknowledged that having Anglo-centric collections with a limited supply of publishers – predominantly white and Western – can undermine efforts to diversify reading lists and course materials.[15] Despite these challenges, there is more the SPP can do to ensure that the diversity of its offerings reflects the student body and provides students with the opportunity to engage with material from an array of global perspectives. As noted by the LSE researchers in the IR Department analysis, "the materials of teaching themselves play a role in perpetuating [gender] imbalance."[16]

[15] Wilson, Kevin. 2019. "Decolonising Library Collections: Towards Inclusive Collections Policies." Decolonising LSE Collective. https://decolonisinglse.wordpress.com/2019/10/26/decolonising-library-collections-towards-inclusive-collections-policies/ (October 14, 2020).

[16] Phull, Kiran, Gokhan Ciflikli, and Gustav Meibauer. 2019. "Gender and Bias in the International Relations Curriculum: Insights from Reading Lists." *European Journal of International Relations* 25(2): 383–407. http://journals.sagepub.com/doi/10.1177/1354066118791690 (October 14, 2020).

Methodology

The Womxn's Network convened a project team of MPA students to conduct an analysis of SPP course materials with advice and input from the Eden Centre, LSE Library, SPP Academic Developer, SPP Librarian, and one Lecturer from the Social Policy Department. The methodology created for this report was informed by academic literature, particularly Bird & Pittman's (2020) audit of reading list authorship in two modules at University College London (UCL) and Phull, Ciflikli, and Meibauer's (2019) analysis of gender and bias in LSE's International Relations syllabi.[17, 18] The project team then obtained a .csv file of all readings assigned in PP-coded courses for the 2020-21 academic year from the SPP Librarian. The file, received on February 17, 2021, was manually cross-checked with the courses' respective Moodle site as of March 20, 2021. The reading lists were separated by course and each reading was separated by author(s), with a single author serving as the unit of analysis. For example, a reading with three authors was coded as three separate data points. Authors whose essential readings appear multiple times in a course (e.g., book chapters from the same author) were counted as separate reading list items to capture the relative importance of that author's contribution to the reading list. Only essential readings were analysed, as this represents the majority of content students will interact with during their degree and reflects the reader's experience when enrolled in a course. Only those professors teaching and courses taught in the 2020-2021 academic year were analysed. Research courses, such as Capstone, policy paper, or dissertation, were not included in the analysis. Readings with no named authors (e.g., reports issued by large organisations, LSE-branded course packets, etc.) were omitted from analysis.

The project team then recorded key information on each reading's author(s), including: gender, ethnicity (using the UK definition of BAME), country of institution (at the time of publication)[19], and country of origin (as far as could be determined). Sources of key information included: biographies on institutions' websites, LinkedIn, author CVs, author websites, news publications, and social science databases (Web of Science and Scopus), and social media.

Due to data limitations, gender was measured based off the author's public facing information that captured gender identity and gender expression and is presented here as binary. This report acknowledges that this is not a comprehensive measure of gender; further research should work to capture all aspects of identity and to ensure the highest levels of representation and inclusion.

Ethnicity was codified when explicitly stated in the author's CV, website, biography, or in publicly available information about the author and if the project team had personal knowledge of the author's background (e.g., an LSE professor). The report measures racial and ethnic identity using the UK definition of BAME, given LSE's position as a UK-based institution. The research team

[17] Schucan Bird, K., and Lesley Pitman. 2020. "How Diverse Is Your Reading List? Exploring Issues of Representation and Decolonisation in the UK." Higher Education 79(5): 903–20. https://doi.org/10.1007/s10734-019-00446-9 (November 9, 2020).

[18] Phull, Kiran, Gokhan Ciflikli, and Gustav Meibauer. 2019. "Gender and Bias in the International Relations Curriculum: Insights from Reading Lists." European Journal of International Relations 25(2): 383–407. http://journals.sagepub.com/doi/10.1177/1354066118791690 (October 14, 2020).

[19] Regional classifications from International Telecommunications Union: https://meta.wikimedia.org/wiki/List_of_countries_by_regional_classification

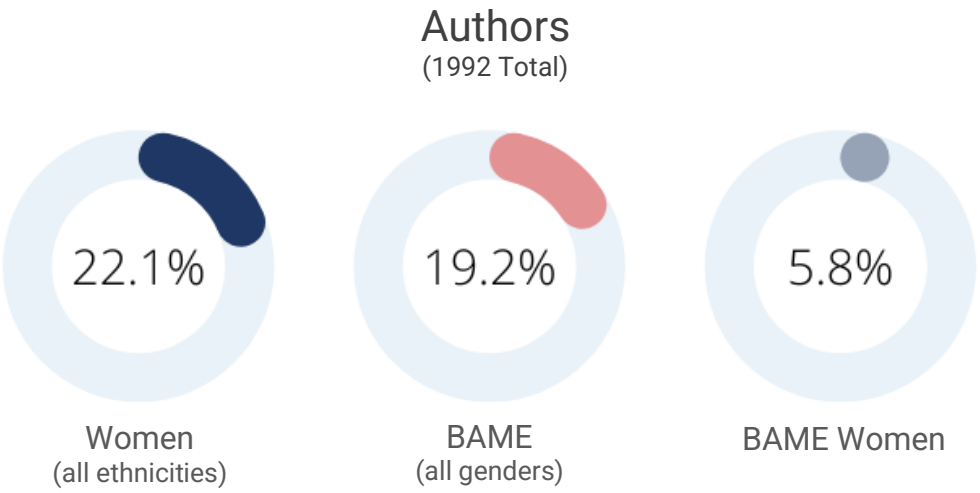
acknowledges that the UK BAME definition is an oversimplification of the complexities of racial and ethnic identity and perception. For example, Latin American authors are considered minority ethnic in the UK context and in this report; however, many of these authors would be considered white in a Latin American context.[20] Further research must be done on how to better represent the nuance of racial and ethnic identity in future analyses.

A similar approach was taken with 'country of origin' as was used with racial and ethnic identity, using the UK BAME definition. If the author's institutional affiliation was a multinational organization, the project team recorded the geographic location as the organization's headquarters, unless a specific country office was mentioned.

In any case for which there was insufficient information to determine gender or ethnicity, the observations were designated as 'unknown' and were omitted from the final dataset; 159 missing data points were dropped from the sample set as a result. Of the data that remained, 0.5% had an unknown country of institution and 14% had unknown country of origin as this information was often difficult to extract.

[20] Used UK ONS definition of BAME. For consistency, authors with Latin American origins were coded as BAME in line with the Coalition for Latin Americans in the UK's definition. Latino communities are understood to have various conceptions of ethnicity depending on context and heritage. https://www.clauk.org.uk/uk-elections-latin-american-community/

Aggregate Results



Of the 40 SPP courses analysed in 2020-21[21]:

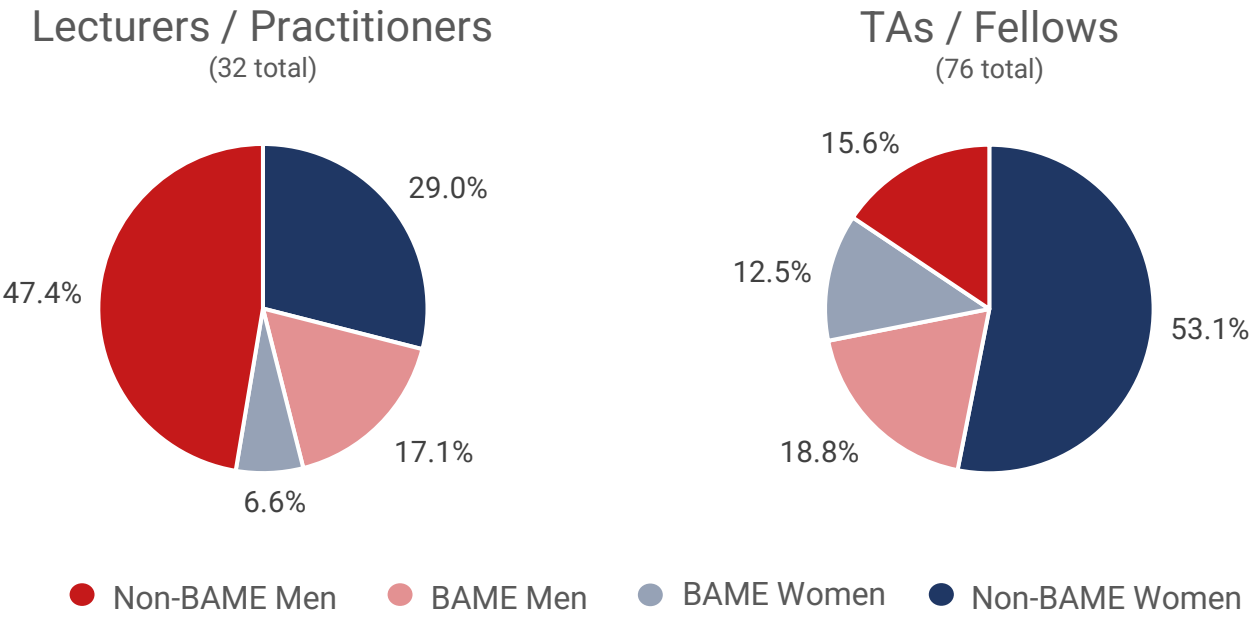
20 courses have 0 BAME women authors.

8 courses have 0 BAME authors.

6 courses have less than 5% women authors, with 4 having none.

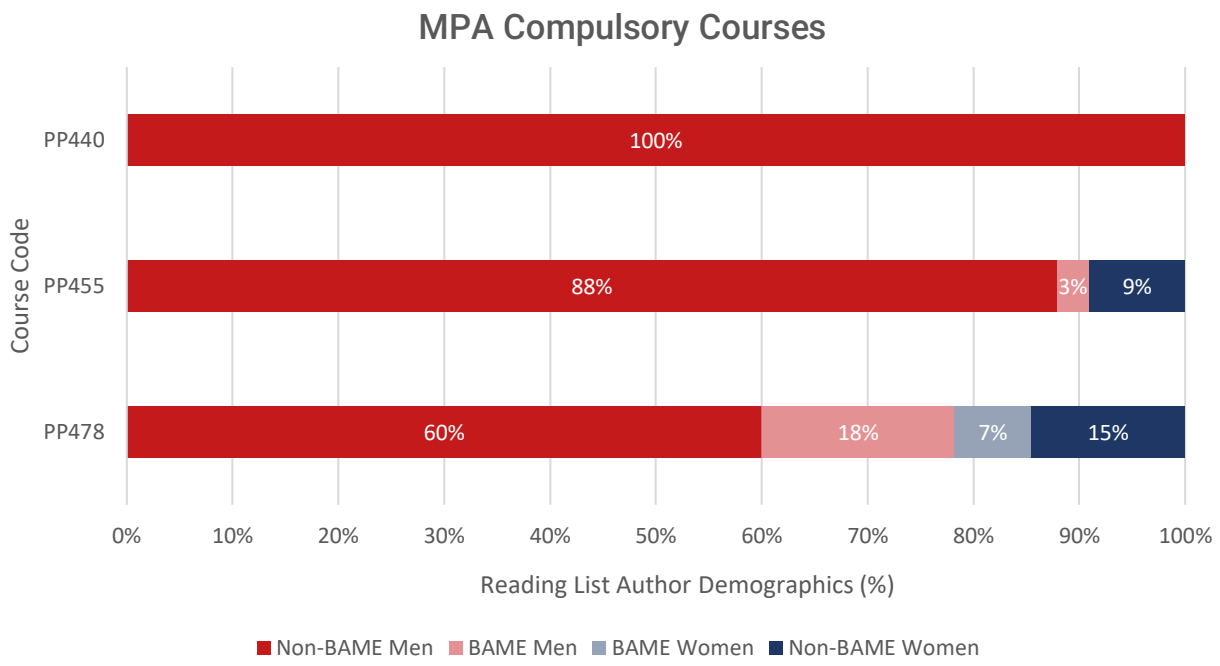
And:

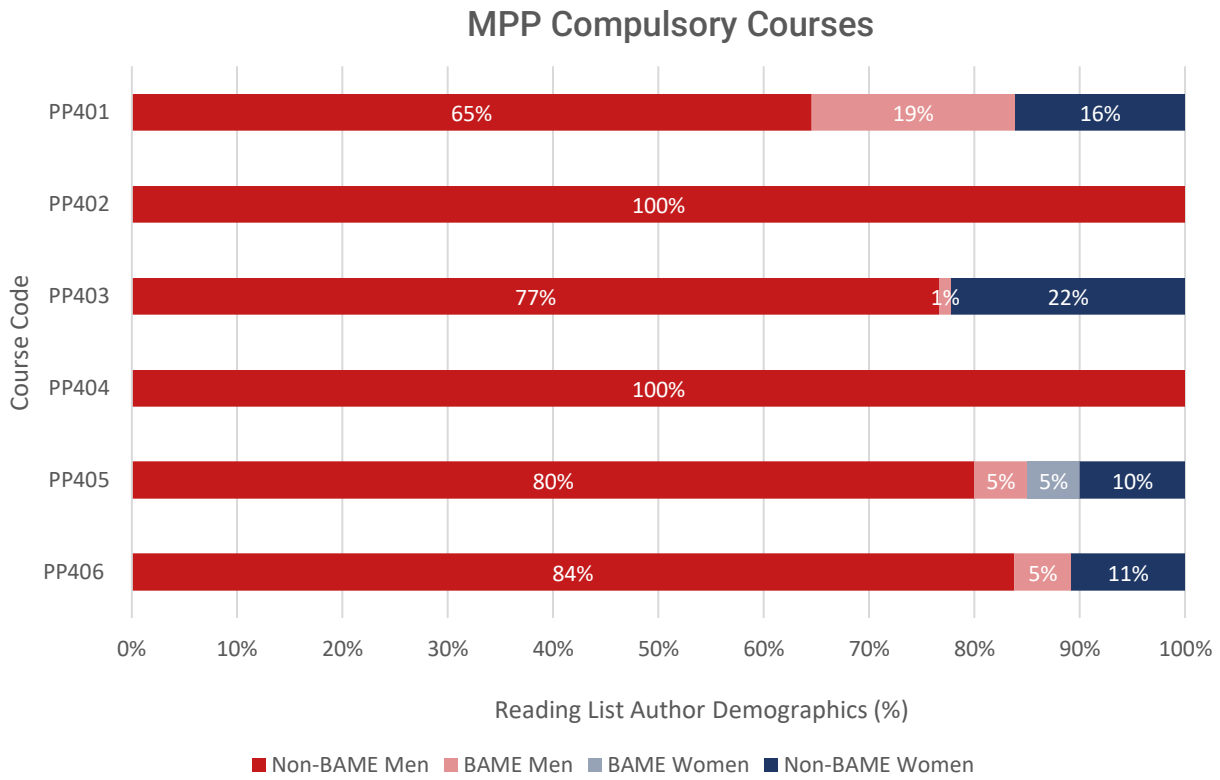
2 of the 6 MPP core courses have 0 women authors.



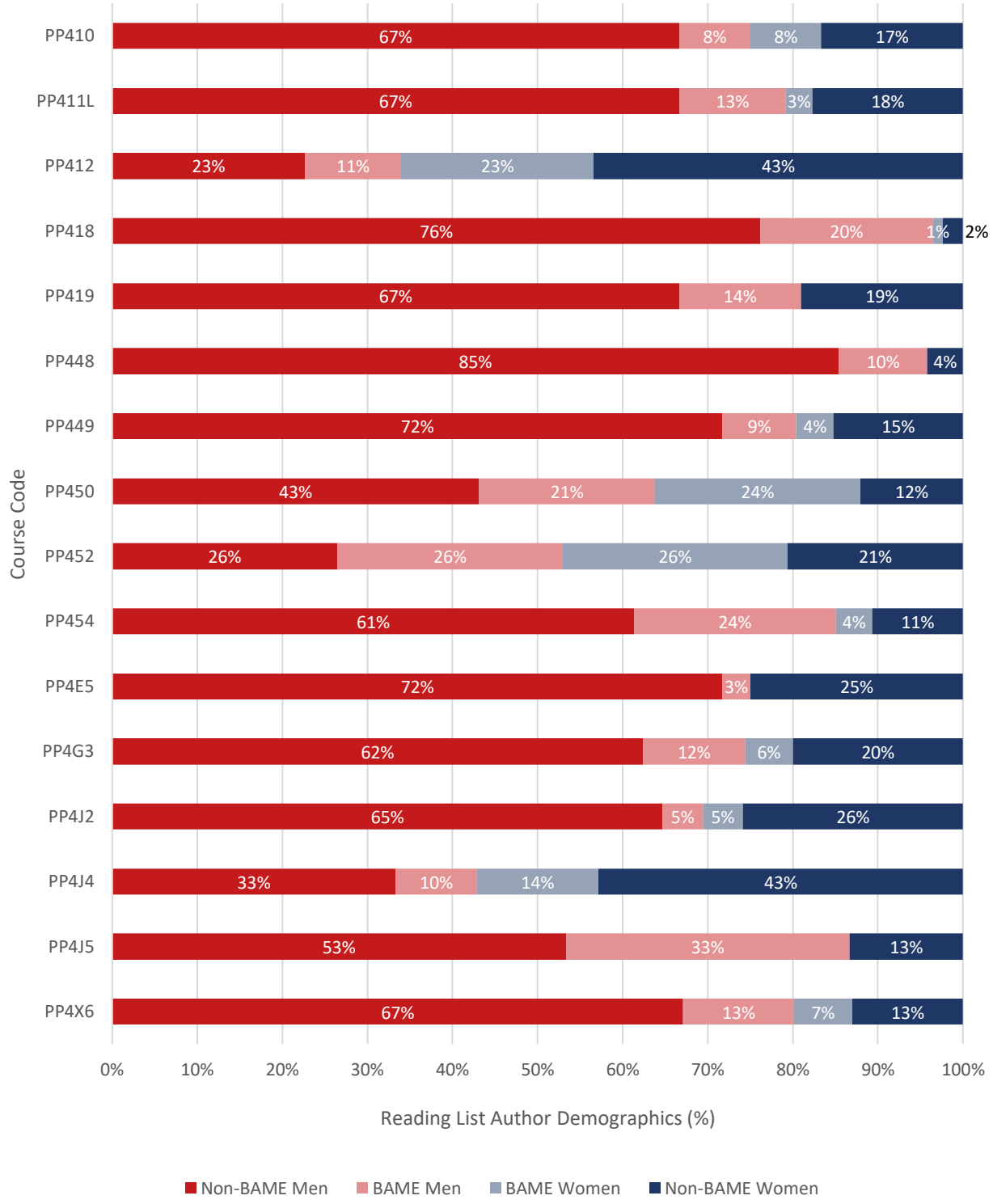
[21] This is an analysis of essential readings only.

Compulsory Course Results

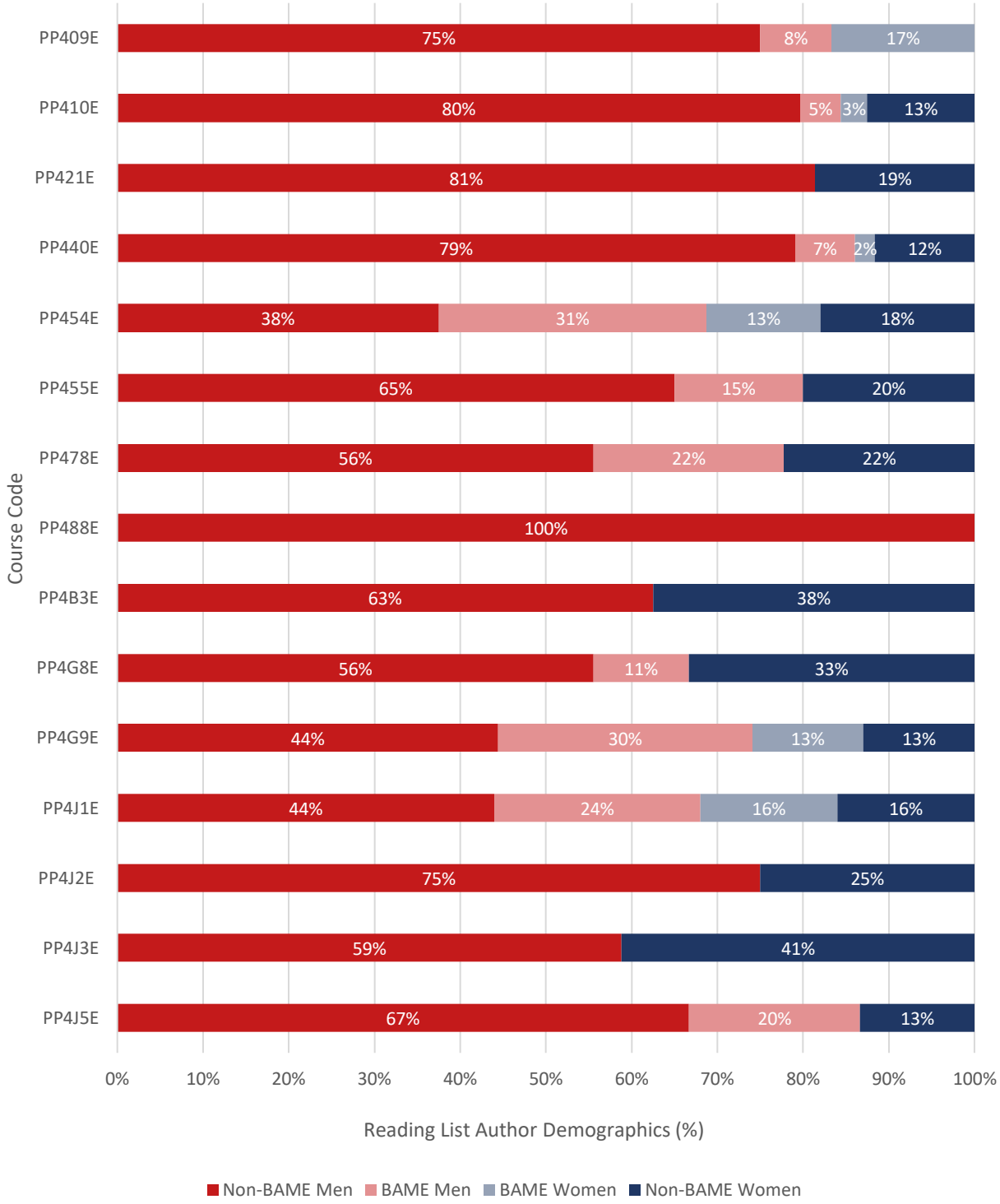




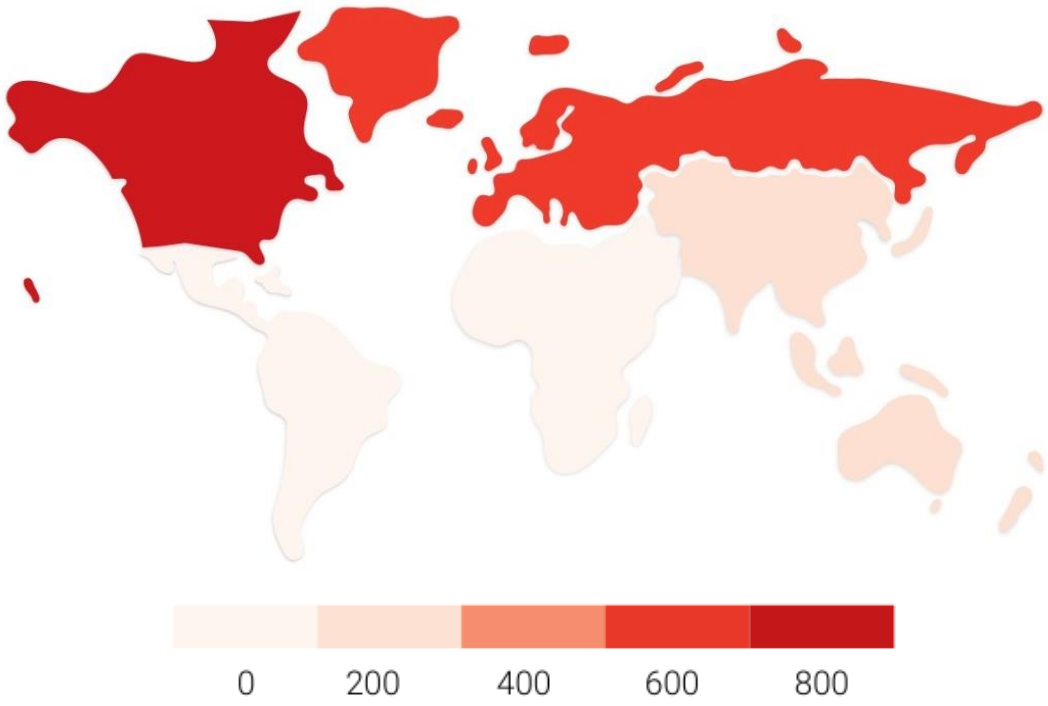
Option Course Results



Executive Course Results



Heat Map: Country of Institution



Number of Authors, by Geographic Region of Institution*

Global North Institution

Region	% Authorship
Africa	0.4%
Arab States	0.0%
Asia & Pacific	3.8%
Europe	34.6%
Middle East	0.3%
North America	59.0%
South/Latin America	1.9%

* Regions were classified using the International Telecommunications Union's Regional Classifications, and include: Africa; Arab States; Asia & Pacific; Europe; Middle East; North America; and South/Latin America.

Discussion of Findings

The report evaluates 2,151 total authors (of which 159 were dropped), collected from a total of 40 reading lists with the following breakdown of courses: three MPA compulsory courses, six MPP compulsory courses, 15 Executive courses (including both EMPA and EMPP), and 16 option PP coded courses. All findings discussed below refer to the essential readings. Though background readings were not formally analysed, the project team noted that there tends to be more representation of women and BAME authors in non-essential readings.

We find a marked imbalance between men and women authors and an underrepresentation of BAME authors. Of all SPP courses offered during the 2020-2021 academic year across the four degree programs (MPA, MPP, EMPA and EMPP), 65% of authors are non-BAME men, 16% are non-BAME women, 13% are BAME men and 6% are BAME women. Indeed, the reading lists for four courses, all of which are a compulsory component of their respective degree program, are comprised entirely of non-BAME men: PP402, PP404, PP440, and PP488E. Additionally, eight reading lists have zero BAME authors and 20 reading lists have zero BAME women authors.

While the underrepresentation of BAME and women authors is evident, there is a range of representation across courses. The highest percentage of women authors for a reading list is 66% women. The average rate of women authors across all essential reading lists is 22%. With regards to BAME authors, the highest percentage in a reading list is 53%, with an average of 17% across aggregated courses.

BAME women are the most underrepresented demographic, with zero BAME women authors in the majority of compulsory courses. BAME women authors are absent from two of three compulsory MPA reading lists, five of six compulsory MPP reading lists, and nine of 15 Executive course reading lists. Option PP coded courses have no BAME women authors in four of the 16 offered courses this year, suggesting that non-compulsory courses have more diverse essential reading lists than compulsory courses.

Geographic affiliation skews towards representation in the Global North: 95% of authors are affiliated with an institution in the Global North. Regarding country of origin, only 15% of authors whose origins could be identified came from the Global South.

Policy Recommendations

Many SPP administrators and course conveners, when apprised of these points, expressed an openness to making their curricula more inclusive. The most cited barriers are that course conveners are unaware of the problem and lack the resources, guidance, and institutional encouragement to prioritise an inclusive curriculum. Since student demand is consistent, stakeholders are receptive, and such activities align with LSE's stated goals, it is evident that the SPP needs a formal, structural approach to address bias in course materials. The project team recommends that the SPP takes this on as a key priority in preparation for the 2021-22 academic year. The Womxn's Network recommends the following short- and long-term policy initiatives as initial steps to build towards a departmental strategy of more inclusive curricula.

Short-term Recommendations (< 6 months)

Provide guidance to course conveners:

1. **Design and implement an annual departmental 'course check' for all PP-coded courses.** This assessment should enable faculty to evaluate their course(s) on dimensions of diversity and inclusivity, to include concrete resources and actions on which conveners can build more diverse and inclusive learning materials. The assessment should be built by the EDI Committee in consultation with the Eden Centre to identify what constitutes an inclusive curriculum for the field of public policy and to ensure alignment with the IEAP. In the introduction of the assessment and prior to the 2021-2022 academic year, the SPP administration should communicate to course conveners the value of including a wide array of perspectives in their courses and should discuss with course conveners. The assessment will stand as a resource for the department to track inclusivity improvements over time (along with the EDI survey results, outlined below). See the UCL Inclusive Curriculum Health Check as an example.

2. **Publish pedagogical and discipline-specific guidance to SPP faculty on ways to further incorporate inclusive practices in their courses**, including but not limited to required readings, case studies, and guest lectures. This guidance should serve as a near-term opportunity for faculty to begin to incorporate changes into their courses for the upcoming academic term. Course conveners can improve diversity of course materials with adjustments to reading lists, lecture slides, and assignments. For example, our research shows that many professors have more diversity in their 'background' readings than in the essential. Bringing underrepresented voices into the 'essential' category is a simple – though not comprehensive – way to increase student exposure to such authors. Other approaches are: including geographically-diverse examples in lectures; introducing case studies from underrepresented fields or geographies; ensuring photographs shown on lecture slides do not depict strictly dominant groups; broadening the format of assigned

content (include event recordings, videos, podcasts, etc.); including disparate perspectives on certain concepts (feminist economics, ecological economics, gender budgeting, etc.).

3. **Commit to sending SPP teaching staff to attend Eden Atlas workshop sessions** prior to the 2021-2022 academic year. The Atlas program is a space for LSE academics to share experiences and engage in conversations on how to make teaching better. Workshops cover topics such as *Anti-Racist Pedagogy* and *The problem of diversity policy in education*.[22] Atlas is offering a June 8, 2021 session on *Inclusive Curricula*, for example. By ensuring the training is attended by all faculty and staff, the SPP will signal its commitment to equity, diversity and inclusion and create a foundation from which staff members can build.

Institutionalise inclusivity into SPP administrative activities as a key priority:

4. **Incorporate inclusivity as an independent, permanent agenda item to the Departmental Teaching Committee meetings.** This will ensure that inclusivity is considered in departmental decision-making around teaching topics and that progress is monitored by key stakeholders.

5. **Design a formal Equity, Diversity, & Inclusion (EDI) Committee Survey to solicit feedback from SPP students and faculty on inclusivity within the department.** The EDI Committee should design a survey gathering student and faculty perceptions of the importance of and barriers to creating a more inclusive environment within the SPP. The results will serve as a baseline exercise and a 'mandate' for the EDI's activities for the 2021-2022 academic year.

6. **Initiate formal EDI Committee Project with select Course Conveners.** Identify a select group of LSE personnel (e.g., LSE librarians, academic developers, Eden Centre consultants, student research assistants), who will assist SPP course convener(s) over the academic year to analyse their current course materials, identify research methods to source more inclusive materials, and assess the feasibility of incorporating a wider range of voices into their curriculum. The pilot project will produce a year-end report summarising the team's efforts and include recommendations for wider adoption of inclusive institutional practices within the department.

7. **Include indicators for curriculum inclusivity in all SPP TQARO course feedback surveys.** This should offer students the opportunity to discuss how they found themselves reflected in the course curriculum, which would then provide professors the opportunity to address specific concerns around inclusion in the immediate future.

[22] https://info.lse.ac.uk/staff/divisions/Eden-Centre/Eden-events-and-programmes/Atlas

Long-term Recommendations (> 6 months)

8. **Create an annual departmental course revision process that addresses diversity and inclusion.** Ensure accountability across the department by incorporating regular course revision processes. Mechanisms should be enhanced to ensure curriculum inclusivity is considered in the formulation of all new courses.

9. **Invest in building institutional knowledge to address persistent inclusion gaps.** Higher academia suffers from various forms of bias that make it difficult to identify and address barriers to inclusion and belonging for those from the most underrepresented and underserved backgrounds. Therefore, the department must be proactive in building the institutional knowledge needed to address gaps and biases to deliver a more well-rounded student experience. Introducing specialists dedicated to addressing these barriers should be considered when designing interventions for increased inclusivity. Additionally, experts should be leveraged to host workshops and trainings for staff and faculty to further increase engagement around the importance of such issues.

10. **Introduce new courses and modules that encourage the use of innovative approaches to policymaking for improved diversity and competitiveness amongst public policy schools.** The existing SPP programs can greatly benefit from course offerings that encourage students and faculty to expand beyond the dominant approaches to policymaking and better encapsulate lived realities. Investment and attention must be given to designing courses that specifically tackle discrimination, prejudice, gender, and a variety of other topics that remain severely understudied in the social sciences.

Conclusion

This report illuminates the importance and value of an inclusive curriculum and provides data highlighting significant gaps in diversity in the School of Public Policy. Students and faculty alike have repeatedly made calls for change which remain unanswered. A lack of diversity in SPP essential reading lists is indicative of larger educational shortfalls. The current curricula's inability to reflect the diversity of the student body therein means that students miss out on a crucial element of the educational experience, which leaves SPP graduates less well-equipped to operate in real-world contexts. The SPP must do more to align their offerings with larger LSE goals of diversity and inclusion and to ensure LSE remains competitive with other top tier public policy schools. As a result of analysing nearly 2,000 authors, we find that women and individuals of BAME backgrounds, particularly BAME women, are underrepresented in all essential reading lists across the entire SPP.

The results of this report make clear that the SPP must institutionalise a commitment to diversity and inclusion within the department. This should be a top priority for the 2021-2022 academic year. The Womxn's Network has proposed many avenues for the SPP to formally address the ways in which curricula fail to represent necessary perspectives. Short- and long-term actions are presented, including accountability mechanisms such as: student and faculty feedback surveys, an annual course check and revision process, incorporating inclusivity metrics into TQARO surveys, and addressing inclusivity in EDI and Departmental Teaching Committee meetings. A key recommendation of this report is that the SPP must invest in building institutional knowledge; consultations with the Eden Centre and external experts as well as discovery research conducted via the course convener pilot project will help to ensure a well-rounded and inclusive educational experience for SPP students and faculty alike.

Appendix 1: Table of Individual Courses[23]

Course	Number of Authors	Non-BAME Women	BAME Men	BAME Women	Global South Institution	Global South Origin
MPA Compulsory Courses						
PP440 Micro and Macro Economics	30	0%	0%	0%	0%	0%
PP455 Quantitative Approaches and Policy Analysis	30	9%	3%	0%	0%	3%
PP478 Political Science for Public Policy	43	15%	18%	7%	5%	20%
MPP Compulsory Courses						
PP401 Political Science for Public Policy	31	16%	19%	0%	3%	16%
PP402 Quantitative Methods for Public Policy	31	0%	0%	0%	0%	0%
PP403 Public Management	90	22%	1%	0%	1%	4%
PP404 Economics for Public Policy	28	0%	0%	0%	0%	0%
PP405 Public Policy Applications	20	10%	5%	5%	0%	10%

[23] This table outlines the representation of under-represented demographics within PP-coded course essential reading lists, using non-BAME men as the “dummy” variable.

PP406 Philosophy for Public Policy	37	11%	5%	0%	0%	0%

Course	Number of Authors	Non-BAME Women	BAME Men	BAME Women	Global South Institution	Global South Origin
Option Courses						
PP410 Public Economics for Public Policy	12	17%	8%	8%	0%	17%
PP411L Developments in International Conflict Resolution and Transformation	96	18%	13%	3%	2%	3%
PP412 Global Social Protection Design and Delivery	53	43%	11%	23%	26%	42%
PP418 Globalisation and Economic Policy	84	2%	20%	1%	0%	11%
PP419 Advanced Empirical Methods for Policy Analysis	21	19%	14%	0%	0%	0%
PP448 International Political Economy and Development	48	4%	10%	0%	2%	8%
PP449 Comparative Political Economy and Development	46	15%	9%	4%	4%	13%
PP450 Public Organisations: Theory and Practice	58	12%	21%	24%	10%	29%
PP452 Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy	34	21%	26%	26%	0%	0%
PP454 Development Economics	207	11%	24%	4%	3%	23%

PP4E5 Innovations in the Governance of Public Services Delivery	92	25%	3%	0%	0%	2%
Course	**Number of Authors**	**Non-BAME Women**	**BAME Men**	**BAME Women**	**Global South Institution**	**Global South Origin**
PP4G3 Designing and Managing Change in the Public Sector	125	20%	12%	6%	13%	18%
PP4J2 New Institutions of Public Policy: Strategic Philanthropy, Impact Investment, and Social Enterprise	85	26%	5%	5%	0%	0%
PP4J4 Designing and Implementing Evidence-Informed Policies and Programmes	42	43%	10%	14%	2%	7%
PP4J5 Fiscal Governance and Budgeting	15	13%	33%	0%	20%	20%
PP4X6 Welfare Analysis and Measurement	146	13%	13%	7%	9%	19%
Executive Courses						
PP409E Public Policy in Practice Workshop III (EMPA)	12	0%	8%	17%	0%	0%
PP410E Public Economics for Public Policy	64	13%	5%	3%	0%	6%
PP421E Global Market Economics	43	19%	0%	0%	0%	0%
PP440E Economic Policy Analysis	43	12%	7%	2%	2%	7%
PP454E Development Economics	128	18%	31%	13%	9%	33%

PP455E Empirical Methods for Public Policy	20	20%	15%	0%	0%	15%

Course	Number of Authors	Non-BAME Women	BAME Men	BAME Women	Global South Institution	Global South Origin
PP478E Political Science and Public Policy	9	22%	22%	0%	0%	0%
PP488E Regulatory Analysis	10	0%	0%	0%	0%	0%
PP4B3E Executive MPP Capstone Project	8	38%	0%	0%	0%	0%
PP4G8E Public Policy in Practice Workshop I (EMPA)	9	33%	11%	0%	0%	0%
PP4G9E Public Policy in Practice Workshop II (EMPA)	54	13%	30%	13%	22%	33%
PP4J1E Public Policy in Practice Workshop I (EMPP)	25	16%	24%	16%	0%	28%
PP4J2E Public Policy in Practice Workshop II (EMPP)	16	25%	0%	0%	0%	0%
PP4J3E Public Policy in Practice Workshop III (EMPP)	17	41%	0%	0%	0%	6%
PP4J5E Fiscal Governance and Budgeting	15	13%	20%	0%	20%	7%

Appendix 2: 2019 Gender Balance Report

(See following page.)

SCHOOL OF PUBLIC POLICY
WOMEN'S NETWORK

MT 2019 GENDER BALANCE REPORT

The Women's Network wanted to assess the gender balance of readings and teaching staff within the SPP

READING LISTS FOR MT COURSES*

24% Of all readings have a woman author

18% Of all authors are women

TOTAL READINGS : 671

14% Of all readings have a person of colour as an author

4% Of all readings have a woman of colour as an author

Breakdown by course

	% of readings with women authors
PP401 Political Science for Public Policy	22%
PP402 Quantitative Methods for Public Policy	14%
PP403 Public Management	23%
PP404 Economics for Public Policy	0%
PP419 Advanced Empirical Methods	18%
PP440 Micro and Macro Economics	43%
PP448 International Political Economy	14%
PP454 Development Economics	21%
PP455 Quantitative Approaches	19%
PP478 Political Science for Public Policy	27%
PP4G3 Des. & Managing Change in the Public Sector	36%
PP4J4 Des. & Implementing Evidence-Informed Policies	51%
PP4J5 Fiscal Governance and Budgeting	5%
PP4X6 Welfare Analysis and Measurement	8%

TEACHING STAFF FOR MT SPP COURSES

11% COURSES TAUGHT BY WOMEN PROFS

50% COURSES TAUGHT BY WOMEN TAS

COURSES TAUGHT BY POC AND WOC PROFS

6%

0%

COURSES TAUGHT BY POC OR WOC TAS **0%**

*55 readings were excluded from the report due to unknown author demographics