Gender Equity in Public Affairs Pedagogy: Structure, Content, and Practice for a More Inclusive Public Sector

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Gender is an important component of Diversity, Equity, and Inclusion (DEI) pedagogy in public affairs, yet gender remains largely absent from public affairs education in three central ways: how courses are structured, the content of courses, and the practice of pedagogy. This article explains the value and need for gender equitable pedagogy in public affairs curricula. We conduct a descriptive analysis of scholarship and best practices from leading think tanks and public advocacy research organizations. Ultimately, this work provides recommendations to strengthen gender equity pedagogy both inside the classroom and in public sector workplaces.

The foundations of public administration scholarship and public administration education are rooted in a Eurocentric, patriarchal tradition (Elias and D'Agostino 2019; Evans and Knepper 2021; Hatch 2018; Riccucci 2021; Stivers 2002). This pervasive tradition is evident in theories and research methods that have dominated the field of public administration, from neutrality to basic principles of management. For example, assumptions of bureaucratic neutrality and "institutionalization of merit-based hiring in municipal governments exemplify a rationalized myth diffused throughout the field, and ushered in structural supports for racialized and gendered inequities that have been foundational to the field for more than a century" (Portillo, Bearfield, and Humphrey 2020, 521).

In breaking from this exclusionary tradition, public affairs education began to devote greater attention to Diversity, Equity, and Inclusion (DEI) topics after the 2010s, when the federal government began efforts to promote DEI government-wide[1] (Elias 2013). In academia, this DEI focus took the form of revisiting professional and program mission, values, and vision statements, holding DEI events, and building a culturally responsive curriculum. Although gender[2] is an important component of DEI education, it remains largely absent from public affairs education in three central ways: how courses are structured, the content of courses, and the practice of pedagogy (see Table 1 for definitions of "structure," "content," and "practice"). Gender is one of the most rapidly evolving demographic categories today, and as such, public sector professionals need to have the knowledge, skills, and abilities to be inclusive and address new gender perspectives proactively. In an applied field where the majority of graduates are women,[3] leading think tanks and public advocacy research organizations provide valuable insight into best practices for gender equitable workplaces and should

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1. See Executive Order 13583: Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce issued on August 18, 2011, and the subsequent Government-wide Diversity and Inclusion Strategic Plan.

2. "Gender" can be defined differently in different contexts. In this manuscript, we use "gender" to signify socially constructed and reproduced behaviors and expectations associated with historical notions of what it means to be "female" and "male."

3. In 2019–2020, females earned 78% of degrees in public administration and social services and education. Males earned the majority of degrees in computer and information sciences and support services (67%) and business (51%). https://nces.ed.gov/programs/coe/indicator/ctb/graduate-degree-fields

Table 1. Gender Equitable Pedagogy and Gender Equitable Workplaces: Structure, Content, and Practice Definitions

	Structure	Content	Practice
Gender Equitable Pedagogy	The foundational policies of a course that should include gender equitable statements regarding concepts of diversity, inclusion and representation	The readings, assignments, and other course materials that should include gender diverse representation of authors and perspectives that have not been historically or widely embraced	The interactions and dynamics among class members and instructors that should foster gender equitable and inclusive learning environments
Gender Equitable Workplaces	The foundational policies of a workplace that should include gender equitable statements regarding concepts of diversity, inclusion and representation	The documents, tools, and other artifacts that should include gender diverse representation of perspectives that have not been historically or widely embraced	The interactions and dynamics among members of the workplace that should foster gender equitable and inclusive organizational environments

be a source of knowledge brought into the classroom. Equipping future public sector professionals to promote gender equity in the workplace can take place in the following ways: 1) learning from gender equitable scholarship and modeling gender equity in the classroom and 2) applying gender equitable practices from advocacy organizations and think tanks.

This descriptive research will address the value and need for gender equitable pedagogy in public affairs as well as provide recommendations for enactment based on scholarship and tools from leading think tanks and advocacy organizations. We ask: How can public affairs education be more gender equitable? To answer this question, we review the scholarship on gender equity in higher education and DEI pedagogy in public affairs education. Then, we conduct a descriptive analysis of the scholarship and best practices from advocacy organizations and think tanks. Ultimately, this work provides recommendations to strengthen gender equity pedagogy both inside the classroom and public sector workplaces.

Literature Review

Gender Equity in Higher Education Pedagogy

Pedagogy in higher education shifted dramatically in the 1970s with the rise of identity politics and the recognition that a neutral approach to teaching did not fit the lived experiences of many students. Freire (1970) in *Pedagogy of the Oppressed*, is largely recognized as the text that began this movement toward a race- and gender-conscious approach to teaching and learning. Since this seminal text, race and ethnicity (Gay 2014; Her-

nandez 2016; Nelsen 2021; Zajda and Freeman 2009), and particularly critical race theory pedagogy, have become central to higher education equity literature (Abrams and Moio 2009; Aguilar-Hernández 2020; Jennings and Lynn 2005; Ledesma and Calderón 2015; Lynn 1999; Parker and Stovall 2004).

Moving toward gender equitable pedagogy, a stream of literature from the Freire tradition that is particularly relevant is feminist pedagogy. The tradition of feminist pedagogy centers around reforming the relationship between professor and student; empowering students by facilitating participation in a democratic process where at least some power is shared; building community and cooperation within the classroom; encouraging authority in individual's views and knowledge; respecting diversity of personal experiences; and finally, challenging traditional views (Carr 2020; Light, Nicholas, and Bondy 2015; Luke 1996; Webb, Allen, and Walker 2002; Weiler 1991).

To build on feminist pedagogy in practice, Universal Design, originally introduced in the field of architecture in the 1980s as a form of designing settings and products to be usable by all people, was later adapted for education. Now, Universal Design for Learning (UDL) and Universal Design for Instruction (DUI) are frameworks that guide the application of Universal Design in educational environments (Burghstahler 2008; Jimenez, Graf, and Rose 2007). The approaches are recommended as guides to developing inclusive instructional and course designs in post-secondary classrooms. Universal Design for Learning emphasizes the neuroscience of learning in both instruction and course design, a different approach from Universal Instructional Design. As educators consider the intersecting and inter-

dependent identities within their classrooms, UDL and UID appear to be adaptable options to enhance inclusion for members of the LGBTQ+ community (Couillard and Higbee 2018; Daniels and Geiger 2010). Additionally, educators develop classroom inclusivity by exploring the direct integration of critical pedagogy by unequivocally integrating social justice topics into course lectures and assignments. For example, inviting guest speakers to speak on LGBTQ+ inclusion or including gendered topics as major class assignments (see Mason, McDougle, and Jones 2019; Paiz 2019). Adapting the principles of universal learning design (UDL) and universal instructional design (UID) to support LGBTQ+ students has also been proposed (see Arendale 2018; Guðjónsdóttir and Óskarsdóttir 2016; Mason, McDougle, and Jones 2019; Morgan and Houghton 2011; Parra-Martinez, Gutiérrez-Mozo, and Gilsanz-Díaz 2021).

In addition to UDL and UID is the Queer Pedagogy movement[4] which, through the lens of deconstructing heteronormativity and other boundaries, works to expand the way we look at educational practices and research (Akarcay and Jacobs 2021; Chan and Howard 2020; Nemi Neto 2018; Pennell 2020). From these theoretical traditions, we focus on how equitable pedagogy seeks to create courses that are accessible for all of the large scope of human diversities (Moriña and Orozco 2020; Sanger and Gleason 2020). Equitable pedagogy recognizes and dismisses stereotypes and biases, while fostering consideration and respect for all persons. Examples of gender equitable pedagogy include delivering gender-neutral resources (Roberts, Nelson, Purcell, and Harbin 2020), lending mindfulness to language and terminology (Akarcay and Jacobs 2021), developing a curriculum that reflects a multicultural society (Arday, Belluigi, and Thomas 2020), and fostering a diverse and accepting atmosphere (Cotán et al. 2021). Given the evolution of pedagogy as seen through an equity lens, there is a pressing need to focus on means of enacting equitable pedagogy, particularly for our applied field of public affairs.

Diverse, Equitable, and Inclusive Pedagogy in Public Affairs Education

Scholarship on strengthening DEI pedagogy in higher education has grown significantly in recent years, especially in public affairs education (Dewsbury and Brame 2019; Forlin 2010; Hayward, Alawadhi, and Fretias 2021). An increasingly large body of literature emphasizes the importance of equitable pedagogy in improving learning outcomes for all students (Awang-Hashim, Kaur, and Valdez 2019; Cotán et al. 2021; Spratt and Florian 2015). Moreover, the diversity and inclusiveness framework (DIF) has been introduced as a guide for integrating cultural competency into public administration classrooms (Blessett et al. 2019; Evans and Knepper 2021; Lopez-Littleton and Blessett 2015). It features six interdependent components: 1) address the program's mission, 2) identify core competencies, 3) develop diversity and inclusiveness plans, 4) require faculty and staff training, 5) implement extracurricular and co-curricular activities, and 6) assess students' perception of diversity (Lopez-Littleton and Blessett 2015).

Central to equitable pedagogy is developing faculty's understanding, participation, and perpetuation of diversity, equity, empathy, and self-awareness (Dewsbury and Brame 2019; Lewis 2010; Opertti and Brady 2011; Moriña 2022; Moriña, Cortés-Vega). An inclusive curriculum and pedagogy calls for meeting students where they are, and understanding some students experience a higher level of privilege, thus better preparing them for the work before them (Awang-Hashim, Kaur, and Valdez 2019; Opertti and Brady 2011). Moreover, educators must be cognizant of their own backgrounds and biases, as well as opinions on what they deem "diverse." Everyone must have an understanding that diversity includes race, gender, socioeconomic status, and accessibility—their personal beliefs influence how well diversity and inclusion are accepted and implemented in the classroom (Wyatt-Nichol and Kwame 2008). With the recent focus of equitable pedagogy on embracing the DEI of all students, institutions of higher education have the unique ability to challenge normative standards and biases of Eurocentric, male-dominated perspectives that have dominated higher education in the past (Arday, Belluigi, and Thomas 2020; Evans and Knepper 2021).

In the applied field of public affairs education, strategies for *how* to enact DEI approaches largely center around cultural competency (Blessett 2018; Lopez-Littleton and Blessett 2015; Rice 2007). As a result of changing demographics, population shifts, and the growing emphasis on DEI, cultural competency within university settings has become a priority (Blessett 2018; Kruse, Rakha, and Calderone 2018; Lopez-Littleton and Blessett 2015). Although there has been a large

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4. A perspective that holds heterosexuality as the standard, or preferred, sexual orientation.

Table 2. Summary of Documents Analyzed*

	Structure	Content	Practice
Number of Documents	37	46	53
Gender Equitable Pedagogy: Top 3 Journals Represented	1. *Teaching Public Administration* (5) 2. *Journal of Public Affairs Education* (4) 3. *Pedagogy, Culture & Society* (4)	1. *Journal of Public Affairs Education* (6) 2. *Teaching Public Administration* (4) 3. *Equity & Excellence in Education* (3)	1. *Teaching Public Administration* (8) 2. *Journal of Public Affairs Education* (7) 3. *Transformation in Higher Education* (5)
Gender Equitable Workplace: Top 3 Think Tanks and Public Advocacy Research Organizations Represented	1. Human Rights Campaign (3) 2. Lambda Legal (2) 3. Transgender Law Center (2)	1. Lambda Legal (2) 2. Human Rights Campaign (2) 3. The Williams Institute (1)	1. The Williams Institute (4) 2. Lambda Legal (3) 3. The Human Rights Campaign Foundation (2)

Note: Documents were coded as "structure," "content," and "practice" consistent with the definitions in Table 1. Given this descriptive analysis involves multiple and overlapping aspects of pedagogy, some documents were coded as more than one of the major themes.

push toward cultural competency, specific DEI efforts that focus on gender, remain largely underexplored (Blessett 2018; Elias and D'Agostino 2019; Kruse, Rakha, and Calderone 2018).

Traditionally, gender approaches in public affairs education hold that: 1) there are two genders and 2) both genders should be treated the same, which results in a form of gender-blindness and lack of attention and research into the matter (Bishu et al. 2019; Elias and D'Agostino 2019; Mavin, Bryans, and Waring 2004; Smith 2002). These fundamental gender assumptions are now being questioned in the context of public affairs education. For example, Hatch's (2018) work examines how gender representation aligns with the concepts, context, and content of MPA education. We delve further into public affairs pedagogy and account for new understandings and approaches toward gender that are critical for gender equity in both public affairs education and public sector workplaces. To help fill these gaps in our knowledge about gender in these settings, we conduct a descriptive analysis and provide recommendations for structure, content, and practice in public affairs education and the public sector workplace.

Research Design: Descriptive Method

This research uses descriptive analysis to uncover the value of creating learning environments and workplaces that are equitable for all genders, as well as the approaches and best practices to go about achieving equity in both contexts. Descriptive analysis is largely used in the medical field (Bond et al. 2010; Burg 2008; Davey et al. 2011; Keogh et al. 2014; Titov et al. 2018), corporate food science (Silva et al. 2018; Vázquez, Curia, and Hough 2009; Yang and Lee 2019, 3), and behavioral studies in young children (Conroy et al. 2005; Ervin et al. 2001; Fontenot et al. 2019). We model our study on Ervin and colleagues (2001) who examine articles published between January 1980 and July 1999 in their analysis and critique of empirical literature available on school-based functional assessments. This research is not intended to provide an in-depth analysis of each piece of scholarship or workplace document. Instead, similar to Ervin et al. (2001), we treat the available literature on gender inclusive classrooms and workplaces as data to synthesize this collection of documents and work to arrive at best practices for gender equitable pedagogy.

We collected 101 peer-reviewed, scholarly articles on equitable pedagogy in public affairs education published from 1991 to 2021 in leading public administration journals and journals related to the field of public affairs. A total of 85 articles were selected for analysis based on whether the central focus of the article contributed to our understanding of "structure," "content," and "practice" (see Table 2). Materials were collected through scholarly searches about gender equity in public affairs education on online databases. These articles were obtained by searching keywords and phrases such as "DEI," "gender inclusive pedagogy," "gender equitable pedagogy," "public administration, gender, pedagogy," "inclusive, pedagogy," "equitable, pedagogy," "inclusive workplace practice," "best practice, inclusive, classroom" and "gender, workplace, equitable, inclusive."

Additionally, to capture valuable insight into best practices for gender equitable workplaces, we included guidance from leading think tanks and public advocacy research organizations with expertise on gender equitable workplace practices. In an applied field, leading think tanks and public advocacy research organizations offer future public affairs students tools to prepare them for complex gender environments in the workplace. Seven toolkits, guidebooks, articles, and other practitioner-based documents were obtained from the following leading research centers and think tanks: The Williams Institute, Lambda Legal, The Human Rights Campaign Foundation, and The United Nations Committee of Experts on Public Administration about approaches to creating gender equitable workplaces published from 2016 to 2019 by leading think tanks and public advocacy research organizations. Materials about gender equitable workplace approaches were found through web searches pertaining to the subject and public sector settings.

Analysis strategies focused primarily on obtaining recommendations for gender equitable pedagogy in structure, content, and practice. First, we uploaded documents to ATLAS.ti, a qualitative analysis software, and reviewed each document for overall meaning. Then, each document was categorized as "structure," "content," or "practice," while recognizing that there are certainly overlaps and some articles may speak to more than one category of gender equitable pedagogy. Next, four coders reviewed each document for specific recommendations. The interpretive approach of this work led to several lengthy coder reliability checks. Finally, the text coded from each document was reread collectively and synthesized to arrive at the final set of recommendations below (see Tables 3 and 4).

Analysis and Recommendations: Structure, Content, and Practice of Gender Equitable Pedagogy and Workplaces

The scholarly literature and guidance from research centers and think tanks are organized into three broad categories: structure, content, and practice. We define these categories for both gender equitable pedagogy and gender equitable workplaces (see Table 1). We use these definitions to frame our analysis and develop recommendations.

Structure: Gender Equitable Pedagogy

Our analysis of the scholarship results in three recommendations to improve the structure in gender equitable pedagogy (see Table 3). *First, public affairs instructors should structure their courses to embed gender inclusion in course syllabi.* Scholars noted barriers that influence the way instructors address gender equity are identified in the literature including the lack of administrative support and training (Bourke 2017; Black-Hawkins 2017; Staley and Leonardi 2019), social norms and institutional values (Ferfolja and Ullman 2021; Goldberg, Beemyn, and Smith 2019), cumbersome curricula requirements (Tanner 2013), and limited or immensely diverse student population (Wyatt-Nichol and Antwi-Boasiako 2008). Nonetheless, we found that instructors can structure their courses to include gender equitable statements regarding concepts such as diversity, inclusion, and representation into syllabi, course descriptions, objectives, policies, rules, and codes of ethics, while also expressing a commitment to equitable learning environments—connecting these concepts to public service values can help reinforce their relevance, application, and practicality for MPA students (Couillard and Higbee 2018; Evans and Knepper 2021). For example, as has been often stated, "It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit" or,

Table 3. Recommendations and Examples from Scholarship That Contribute to Gender Equitable Pedagogy

Definitions	Recommendations	Examples
Structure: The foundational policies of a course that should include gender equitable statements regarding concepts of diversity, inclusion, and representation	Embed gender inclusion in course syllabi	Gender inclusive language in course descriptions, class objectives, policies, rules, or code of ethics
	Develop flexible policies to meet needs of students of all genders	Policies around childbirth, childcare, or gender transitions during a semester
	Assess students without privileging traditional gender norms	Gender equitable group, peer, and self-assessment
Content: The documents, tools, and other artifacts that should include gender diverse representation of perspectives that have not been historically or widely embraced	Explicitly address shortcomings of any course materials, including foundational texts	If materials include sexist monikers, identify these and use them as an opportunity to engage in a dialogue with students
	Utilize course materials and design assignments to expose students to different SOGIE identities	Include readings that are authored by and/or people of diverse SOGIE backgrounds
Practice: The interactions and dynamics among class members and instructors that should foster gender equitable and inclusive learning environments	Inclusive practices can be implemented through engaging and collaborating with students to obtain feedback on curricula, instructional, and assessment design	Instructors provide a short lesson on pronouns and the opportunity for students to share pronouns
		Allow students to designate their chosen name (even if distinct from their legal name) on all documents and records
		Acknowledgment of the university's policies that students often value the most, that is, nondiscrimination policies inclusive of gender identity; availability of gender inclusive restrooms, and recreation facilities

[This classroom] embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity,[5] sexuality, class and religion. We are especially committed to increasing the representation of those populations that have been historically excluded from participation in U.S. higher education (The Harriet W. Sheridan Center for Teaching and Learning n.d.).

Second, public affairs instructors should structure their courses to implement flexible policies that meet the needs of students of all genders. Scholarship shows that gender equitable pedagogy can be strengthened through a flexible curriculum design that gives different types of students multiple avenues for learning, interaction, expression, and assessment (Awang-Hashim, Kaur, and Valdez 2019; Guðjónsdóttir and Óskarsdóttir 2016). A common theme is that instructors can encourage students to collaborate with them to personalize course mate-

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5. A person's innermost concept of self as male, female, transgender, nonbinary, or some other identity. An individual's gender identity can be the same or different from their sex assigned at birth. https://www.lambdalegal.org/protected-and-served/

Table 4. Recommendations and Examples from Leading Think Tanks and Research Organizations That Contribute to Gender Equitable Workplaces

Definitions	Recommendations	Examples
Structure: The foundational policies of a workplace that should include gender equitable statements regarding concepts of diversity, inclusion, and representation	Adopt a gender nondiscrimination policy	Policy that explicitly bars discrimination for all employees regardless of sex, gender identity, and/or expression
	Adopt sexual harassment and workplace gender-based violence policies	Policy that explicitly prohibits behaviors and emphasizes the seriousness of the issue using a survivor-centered approach for reporting with clearly defined roles, responsibilities, processes, and disciplinary actions
	Adopt transgender, transitioning, and gender nonconforming employee policies	Establish policy for gender transitions that define expectations and responsibilities of transitioning employees, their supervisors, and coworkers, along with steps senior management can take to demonstrate organizational support
	Adopt gender equitable use of space and facilities policie	Ensure employees have access to restrooms and locker rooms in accordance with their gender identity, and also add a single occupancy all-gender restroom option if possible
	Adopt gender equitable employee benefit policies	Adopt policies for parental leave and childcare benefits, such as providing childcare either through an onsite facility or by offering financial support
Content: The documents, tools, and other artifacts that should include gender diverse representation of perspectives that have not been historically or widely embraced	Include gender equity values in foundational and guiding organizational documents	Gender equity should be included in the organization's mission, vision, and value statements and imagery
	Human resources management tools should focus on SOGIE representation	Managerial competency and new hire training need to include topics on the nondiscrimination policy, the definitions of gender identity and expression, and explain the consequences of noncompliance
	Workplaces should collect SOGIE data to understand gender dynamics and disparities in the workplace	Utilize SOGIE assessments to better understand how employees experience and view workplace policies and practices and to develop strategies to improve them
Practice: The interactions and dynamics among members of the workplace that should foster gender equitable and inclusive organizational environments	Provide employees with ongoing support through an employee resource group (ERG) or diversity council	ERGs should share resources, such as the Pride Gateway, LGBTQ+ employee groups, Slack channels, and explain benefits policies to newly self-identified LGBTQ+ employees
	Leaders should take steps to model gender inclusive behaviors	Leaders should model a visible commitment, humility, awareness of bias, and curiosity about individuals from all SOGIE groups Leaders should establish a diverse personal advisory board (PAD), share their experiences in addressing their biases, and engage in new or "uncomfortable" situations

rials and modify course descriptions and statements, which allows for more diverse perspectives and shifts traditional power dynamics to be more inclusive (Evans and Knepper 2021). This latitude would be particularly helpful for parents of students or those who have a major gender-related life event taking place during the semester. For example, if a student is transitioning[6] during the semester, the instructor should work with them to develop a plan for completing coursework and sharing information with the rest of the class, depending on the transitioning student's comfort level and discretion.

Third, public affairs instructors should structure their courses to assess students without privileging traditional gender norms. Our analysis highlights the need to provide alternative forms of assessments—such as self-assessments, instructor/student co-assessment, and ungraded assignments—or the opportunity to request modifications to an assessment, providing better access and means to participate for all students, while also preventing underrepresentation (Couillard and Higbee 2018, 5; Awang-Hashim, Kaur, and Valdez 2019, 117; Cronin, Foster and Lister 1999, 166–167; Evans and Knepper 2021, 96). Furthermore, a common theme is that instructors should encourage students to work on collaborative projects to interact with more diverse perspectives, while also utilizing peer grading to shift traditional power dynamics to be cocreated and more inclusive (Awang-Hashim, Kaur, and Valdez 2019; Evans and Knepper 2021). For example, an instructor may design a major assignment in the course that entails student-to-student peer evaluation with a response component, where students can respond to their evaluator and include any details or circumstances and address "unseen" gendered factors and biases that may impact work products (i.e., biases in the evaluation or disproportionate childcare challenges).

Structure: Gender Equitable Workplaces

Our analysis of research center guidance and think tanks results in five recommendations to improve structure for gender equitable workplaces (see Table 4). Consistent with our findings for a more equitable pedagogical structure, a set of clear and comprehensive workplace policies are needed for a gender equitable workplace. At the very least, workplace policies should be established to address nondiscrimination, sexual harassment and gender-based violence, equitable use of space and facilities, and employee benefit policies.

First, all workplaces should adopt a gender nondiscrimination policy that explicitly bars discrimination on the basis of sex, gender identity, and/or expression. We find that research centers and think tanks pay special attention to sexual orientation, gender identity, and expression (SOGIE) identities beyond the traditional male-female heteronormative identities. Specifically, the guidance we analyzed emphasizes the need to treat transgender-employees equitably based on their specific needs (Espinoza-Madrigal 2012; Lambda Legal n.d.; The Human Rights Campaign Foundation n.d.a). A strong example of explicit policy language follows: "Our company does not discriminate in any way on the basis of sex, sexual orientation, gender identity, or gender expression. This policy is designed to create a safe and productive workplace environment for all employees. This policy sets forth guidelines to address the needs of transgender and gender non-conforming employees and clarifies how the law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such employees" (Transgender Law Center 2013).

Second, adopt sexual harassment and workplace gender-based violence policies. Our analysis demonstrates a need to protect employee safety, which is paramount to creating a gender equitable workplace. Public agencies should use both proactive and reactive sexual harassment and workplace gender-based violence policies that clearly define prohibited behaviors using powerful language to emphasize the seriousness of the issue, the rights of survivors and witnesses, a survivor-centered process for reporting via multiple channels and investigating, and consequences for engaging in prohibited behavior (USAID 2021a). Sample language from such a policy reads as follows:

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6. This is a process that some transgender people may undergo to live more fully and consistently with their innermost concept of gender identity. This may include changing one's name and pronouns; a medical transition, which may include hormone therapy or gender-affirming surgeries; and a legal transition, which may include changing one's legal name and sex designation on government identity documents. Transgender people may choose to undergo some, all, or none of these processes.https://www.hrc.org/resources/glossary-of-terms

[Organization] is committed to maintaining a safe workplace, free from sexual harassment. Sexual harassment is a form of workplace discrimination that is strictly prohibited. Our sexual harassment policy is one component of our commitment to a harassment-free work environment. Further, sexual harassment is against the law and all employees have a legal right to a workplace free from sexual harassment and employees are urged to report sexual harassment by filing a complaint internally with the Human Resource Department at [Contact]. Employees can also file a complaint with a government agency or in court under federal, state or local anti-discrimination laws.

Our analysis further demonstrates the need for transgender, transitioning, and gender nonconforming employee policies. Specifically, guidelines should be established with respect to protocols for gender transitions that clearly define expectations and responsibilities of transitioning employees, their supervisors, and coworkers, along with steps senior management can take to demonstrate the organization's support for the employee (The Human Rights Campaign Foundation n.d.a). Additionally, workplaces should consider gender-neutral dress codes, avoid gender stereotypes, and apply policy consistently for all employees; namely, transgender employees may dress consistently with their gender identity (The Human Rights Campaign Foundation n.d.b).

In addition, we recognize the need for gender equitable use of space and facilities policies. Gendered use of space policy should encompass employees using the restroom/locker room that fits their gender identity to lactation space to menstrual policy management. Policy should ensure adequate facilities that are safe, respectful of privacy and gender identities, and clean with access to soap, water, and private disposal options inside the restroom cubicle for all genders. For example, workplaces should consider providing free-of-charge menstrual health and sanitation supplies (i.e., tampons and sanitary pads) that are regularly stocked in the restrooms.

Finally, workplaces should enact gender equitable employee benefit policies. Such policies can range from accommodating work-life balance and family-life for all genders. Specifically, this can include a flexible work schedule, working from home and/or hybrid models, shorter workdays for new parents, longer breaks for breastfeeding/pumping, and provisions for a lactation room. For example, workplaces could offer childcare benefits, either through onsite facilities or by providing financial assistance for services. This can help create a healthy and productive workforce, retain top talent with caregiving responsibilities, and reduce turnover (particularly for mothers) (USAID 2021a).

Content: Gender Equitable Pedagogy

From our analysis of the literature on inclusive gender content, we present two major recommendations. *First, instructors should openly address and discuss assigned course material shortcomings.* Before developing gender inclusive course materials, it is important to openly address and confront the shortcomings that many established texts have. Frequently, textbooks, course curricula, and other teaching materials can reinforce and perpetuate heteronormative worldviews, which can lead to damaging behaviors like bullying, substance abuse, and other destructive behaviors (Evans 2018; Evans and Knepper 2021; Paiz 2019). Queer pedagogy, especially in language instruction, should be used to challenge the heteronormative assumptions that many textbooks make—which erase Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual visibility—by addressing in class what these texts are omitting; including considerations of race, gender and disability; discussing the social and grammatical meaning of gender in language, and helping students understand "individualities as part of our collectives" (Nemi Neto 2018, 601). For example, instead of avoiding sexist monikers in older texts, use the text as an opportunity to engage in a dialogue about the concerning texts. As instructors carry the responsibility of acknowledging the limitations and biases of course materials, they serve to help students interpret and examine the materials through a critical lens (Burke 2017; Garibay 2015; Guðjónsdóttir and Óskarsdóttir 2019; Quaye and Harper 2007).

Second, efforts should be made to utilize course readings, materials, and assignments to expose SOGIE identities. Including course materials that offer perspectives from self-identified non-binary scholars to flesh out the multitude of viewpoints on a given topic (Abbott 2009; Garibay 2015). For instance, begin using case studies or examples from the field that include the LGBTQ+ communities (New York University n.d.). Moreover, including readings written by and about individuals of all gender identities and expressions—while being explicit about that person's pronouns allows for students

to refer to them correctly during discussions (Barnard Center for Engaged Pedagogy, n.d.). Additionally, it is important to recognize and acknowledge the limitations of course readings, class materials, and assignments. Through examining limitations within course materials and issuing gender inclusive assignments, exercises, and engagement (i.e., guest speakers), students are prompted to critique and apply gender equity in course content. Finally, when including authors with non-binary gender identities instructors must be mindful to avoid homogenizing, exoticizing, or tokenizing non-binary experiences (Roberts, Nelson, Purcell, and Harbin 2020). Instructors can avoid this by being mindful of the cues and nonverbal messages they send as students naturally look to their instructors as leaders of the classroom. Faculty and staff may benefit from seeking out development and training opportunities that allow them to become comfortable with managing situations related to gender and pronouns as they arise in the classroom (Danowitz and Tuitt 2011; Dockendorff 2019; Roberts, Nelson, Purcell, and Harbin 2020).

Selecting materials that expose students to a variety of viewpoints from "historically marginalized groups," such as women, people of color, and queer individuals can help generate social equity in public administration and public policy (Wyatt-Nichol and Kwame 2008, 81) and tackle the circular pattern of exclusion, where professors tend to select texts they once used as students, which reinforce the "exclusive public administration canon" (Evans and Knepper 2021, 90). Furthermore, using materials that acknowledge SOGIE in a positive manner can improve classroom learning environments by making students feel more empowered and comfortable to express themselves freely, as a result of seeing themselves in the course materials—rather than relying solely on texts that reflect heteronormative perspectives, which can make students feel excluded (Evans and Knepper 2021; Nemi Neto 2018). Further, instructors can augment course materials and increase equity in gender visibility by inviting guest speakers of different gender and cultural backgrounds than themselves (Evans and Knepper 2021).

Content: Gender Equitable Workplaces

Three recommendations emerge from our analysis of the leading think tanks and research organizations. *First, workplaces should include gender equity values in foundational and guiding organizational documents.*

Evidence-based guidebooks and toolkits should be consulted to ensure equity underlies organizational materials; such guides include USAID's "Engendering Utilities: Integrating Gender Into Workplace Policies" (2021), the "OECD Toolkit for Mainstreaming and Implementing Gender Equality" (2017), and Lambda Legal's "Transgender Rights Toolkit" (2016). External and internal values statements, cultural iconography, and policies and procedures should be adapted to meet the needs of all genders, including diversity and sensitivity training (Bukhari and Sharma 2014). Organizations can begin by updating their mission and vision statements to include diversity in the broader agenda (United Nations 2019). For example, Earthjustice is a diverse group of people who care about the environment, "who care about justice, who care about each other, coming together to make a collective impact. That is the heart of who we are" (Earthjustice 2022).

Second, public agencies would benefit from human resources management tools that focus on SOGIE representation. A more gender inclusive workplace environment cannot simply be achieved by increasing the number of non-dominant SOGIE identities working in the organization. Instead, diversity principles should be integrated into all human resource processes, not only recruitment. To combat gender discrimination and bias, the organization may complement existing human resources training and onboarding programs with education about gender identity, gender expression, and diversity alongside Equal Employment Opportunity compliance training programs (The Human Rights Campaign Foundation n.d.a). For example, workplaces should mandate managerial competency and new hire training that clearly states that the nondiscrimination policy includes gender identity and expression. Such training should include definitions of gender identity and expression, make the distinction between sex and gender, include scenarios illustrating the policy in action, and explain the consequences in detail for not following the policies. Furthermore, gender identity in the workplace should include initiatives or policy announcements in relevant training. For instance, if training is provided on harassment and discrimination that includes sex and race, it should also include gender identity (The Human Rights Campaign Foundation n.d.a). Such training can be in the form of modules incorporated into a more comprehensive diversity training curriculum, a training program run by outside facilitators, or even small, in-

formal group discussions. Training should start by explaining the rationale and need for the training itself by reviewing the various disparities and challenges individuals from different SOGIE groups still face in the workplace. It should also explain the need for collective action to improve gender equity and cover strategies for curbing gender discrimination and gender bias in the workplace that we may not always be aware of (USAID 2021b).

Third, public workplaces should collect SOGIE data to understand gender dynamics and disparities in the workplace. Organizations can utilize SOGIE data to account for the experiences of all employees and their view of workplace culture, norms, values, and policies along gender lines. These data can be collected through regular managerial meetings, task forces, periodic employee surveys, performance evaluation systems, and exit interviews (United Nations 2019). For example, in a staff satisfaction and engagement survey questions about gender identity, expression, and sexual orientation can be included as part of an optional set of demographic questions. This can then be cross-referenced with other scores to better understand the experiences of different staff members. Such surveys can also be used to ask specific follow-up questions for certain groups, such as asking if they are open about their sexual orientation and in what contexts (at home, with your manager, with colleagues, at work generally, or if they prefer not to say). Once the data has been analyzed, the organization can address challenges by targeting resources at them, and this could include improving staff training, better publicizing a zero-tolerance approach to harassment, establishing a mentoring program for different employee groups, or targeting job advertisements at certain recruits that are underrepresented (Stonewall 2016).

Practice: Gender Equitable Pedagogy

From our analysis of the literature, three recommendations emerge. *First, instructors should provide a short lesson on pronouns and the opportunity for students to share pronouns.* Exposing students to a gender equitable education begins with establishing an inclusive learning environment on the first day of class, where instructors should give a short lesson on pronoun options and offer students the option to share their preferred pronouns as they introduce themselves to the class (Norris and Welch 2020). Instructors may consider reaching out to students prior to the first class meeting for pronouns,

which will address any potential privacy concerns. To demonstrate both respect for students' identities and privacy, providing a form, such as a digital survey, requesting information such as their name, gender pronouns, any disabilities or accommodation needs, and concerns about the class (Couillard and Higbee 2018).

Second, instructors should allow students to designate their chosen name (even if distinct from their legal name) on all documents and records (Lambda Lega, n.d.). Designating one's name in a given context can be an empowering and inclusive practice. Classroom climate is an integral part of fostering "an effective, inclusive learning environment," which is built on mutual trust, respect, empathy, and dialogue—this can be done by simply being intentional in demonstrating respect and interest for all students, while also upholding norms that govern student-student interaction clearly and consistently—all of which makes students feel welcome, valued, and promotes a sense of belonging that, in turn, translate to higher academic achievement (Couillard and Higbee 2018; Dewsbury and Brame 2019).

Consideration should also be given to both explicit and subtle "unseen" gender dynamics within the classroom and language use. Given that research has shown that women are less likely to speak, be heard, or get called on in classrooms, instructors should allow for flexibility and multiple avenues for interaction and engagement, such as on social media platforms, or other preferred technologies or communication vehicles that can be defined by students (Awang-Hashi, Kaur and Valdez 2019; Couillard and Higbee 2018; Evans and Knepper 2021). Additionally, instructors should consider diverse abilities and learning styles by using a variety of teaching methods and media to share information and teach course content (Awang-Hashim, Kaur, and Valdez 2019; Couillard and Higbee 2018). For courses that have female instructors, feminist theories hold that teachers should intentionally incorporate their gender into their teaching, coursework, and dialogue by sharing their personal experiences with students, which helps promote gender inclusion (Evans and Knepper 2021).

Finally, instructors should acknowledge the university's policies that students often value the most, according to survey data, which include nondiscrimination policies inclusive of gender identity, the availability of gender inclusive restroom and recreation facilities, and the ability to change one's name on campus records without a legal name change (Couillard and Higbee 2018; Goldberg,

Beemyn, and Smith 2019). Sharing information can help establish a bond with students by carefully considering their motivations and goals and can foster inclusion. An example of information-sharing that may enrich the gender inclusive experience of students is notifying students of internships or practicum opportunities outside the classroom; where such relationships and dialogues can play an important part in better equipping public administrators, helping them define goals, improving their self-image, and further advance their careers (Awang-Hashim, Kaur, and Valdez 2019; Beaty and Davis 2018; 2019; Couillard and Higbee 2018; Dewsbury and Brame 2019). Such programming is an essential component in developing holistic students and students often need help navigating these services as they are often overwhelmed with choices (Couillard and Higbee 2018; Dewsbury and Brame 2019). Through implementation of these practices, instructors begin to foster a gender inclusive environment through all class interactions, both inside and outside the classroom, by enforcing institutional policies and promoting a gender equitable culture.

Practice: Gender Equitable Workplaces

Two major recommendations emerge from our analysis of leading think tanks and research organizations. *First, workplaces should offer ongoing support through an employee resource group (ERG) or diversity council.* Diversity councils and ERGs can serve diverse populations within an organization's workforce—including women, people of color, veterans, parents, people of varied abilities, LGBTQ+ community, and allied people to foster a sense of community and establish visibility within the organization (The Human Rights Campaign n.d.a). Employee resource groups exhibit identifiable objectives designed to support and promote their members (Open Sesame 2021). Moreover, leveraging each unique population's networks and skills to accomplish business goals such as market innovation, recruitment, and retention of talent (The Human Rights Campaign n.d.a).

Gender equitable practices include everything from leadership implementing distinct inclusion targets and performance markers (OpenSesame 2021), to inclusive and intentional recruitment practices (USAID 2021a), and ongoing support such as employee resource groups (ERGs) or a diversity council (The Human Rights Campaign n.d.a; OpenSesame 2021), all working simultaneously to facilitate networking, discussions, and collaborative solution-focused work. With that being said, organizational resources and policies must be easily accessible to all staff (USAID 2021a). For instance, training talent acquisition employees on unconscious bias (USAID 2021a), as well as instituting specific and measurable DEI goals (OpenSesame 2021) can boost diverse recruitment efforts. Further, using explicit language such as "women are encouraged to apply" (USAID 2021a) displays to both candidates and employees the organization's commitment to DEI efforts.

Second, leaders should take steps to model gender inclusive behaviors. What leaders say and do plays an outsize role in whether individuals feel included or not in the workplace (Bourke and Titus 2020). Modeling inclusive leadership has therefore emerged as a unique and key capability in helping organizations to better meet the needs of diverse talent and ideas. Inclusive leaders model six signature traits: visible commitment, humility, awareness of bias, curiosity about others, cultural intelligence, and effective collaboration. Visible commitment is about showing authentic, personal engagement in diversity initiatives, holding other employees accountable, and challenging norms. Humility means giving enough space for others to contribute in meaningful ways, admitting when they make a mistake, and being humble about their capabilities. Awareness of bias is about being open about personal blind spots, problems with larger systems, and striving for meritocracy. Curiosity about others means being open to others and truly wanting to get to know them, listening without judgment, and being empathetic to others. Cultural intelligence is about respecting different cultures and personally adjusting if needed. Effective collaboration means empowering others and fostering diversity of thought, psychological safety, and team unity. Leaders can practice fine-tuning these traits by using different tactics over time. For example, they can establish a diverse personal advisory board (PAD) of trusted advisors who can give detailed feedback on everyday behaviors that support or hinder inclusion, for example: do they give equal time to everyone in the room? Another tactic is to share their personal experiences about recognizing and dealing with their own biases. A third tactic is to become more involved in new or "uncomfortable" situations that expose them to more diverse stakeholders, for example by sitting in different parts of the office every week, or joining an employee resource group meeting (Bourke and Titus 2020).

Conclusion and Future Research

This descriptive research emphasizes the value and need for gender equitable pedagogy in the larger context of moving toward DEI approaches in public affairs education and public sector workplaces. Gender is an important component of DEI education; yet, gender remains largely absent from public affairs education in three central ways: how courses are structured, the content of courses, and the practice of pedagogy. We provide recommendations for enacting equitable structure, policy, and practice in public affairs education and public sector workplaces. These recommendations emerge from our analysis of the extant scholarship and leading think tanks and research organizations doing gender equity work. Below we highlight the implications for individuals and institutions aiming to be more gender equitable. This is particularly important given the uniqueness of the public sector and public institutions of higher education with the ability to affect change to structures, policies, programs, and course content and curriculum.

Both instructors and public sector professionals should be intentional about gender equity in structure, content, and practice. This takes a concerted effort and questioning our gendered assumptions. As decision-makers who impact the treatment of gender in the classroom and workspaces, we should continually question our approaches and tools to create gender equitable spaces. It is important to consider how the adoption of new gendered structure, content, and practice has the potential to impact different individuals differently, which is crucial for non-binary and transgender populations who may face negative backlash or safety concerns when recognized in the classroom or workplace. Likewise, instructors and practitioners should be open to feedback and understanding new ways of "doing" gender, some ways that are perhaps unfamiliar and require research, training, or other forms of support. This is no easy task and potentially requires significant resources in terms of time, effort, and funding. As instructors and public sector workplaces address gender inclusion in classrooms and the workplace, the following guiding questions can be used to help assess various approaches for each context: Does the course/workplace policy benefit women, men, transgender, non-binary, and individuals with other gender identities differently? If so, is this intentional? Does the policy or practice place undue burden on women, men, transgender, non-bi-nary, or individuals with other gender identities? Could the policy or practice result in any unintended consequences? Does the policy or practice ensure equitable distribution of resources across genders? Were women, men, transgender, non-binary, or individuals with other gender identities involved in the policy design? Does the instructor or workplace have a plan for communicating the policy and making it accessible to all employees? (USAID 2021a).

For larger institutions, such as professional associations or workplaces with multiple departments and levels of leadership, a systematic approach to gender equity should be taken, modeling the same structure, content, and practice that we suggest for classrooms and workplaces. This should include assessing ethical codes (Bishu, McCandless, and Elias 2020), accreditation standards, and systems of reward or advancement to ensure gender equity is embedded in the most fundamental functions of institutions. A "community of practice" approach should be adopted, one which requires a change to the overall organizational environment by aligning at the institutional, departmental, and staff levels (Awang-Hashim, Kaur, and Valdez 2019; Ferfolja and Ullman 2021; Staley and Leonari 2019). Part of an institution's responsibility is ensuring all members are trained in how to design and enact gender equitable approaches in their capacity. Further, assessment and continual improvement of gender approaches are needed. Institutions should undertake evidence-based assessments of gender impacts in different aspects of public policy and administration (Organization for Economic Co-operation and Development 2017).

Equipping public affairs instructors and public sector professionals with gender equitable knowledge and tools is key to developing diverse, equitable, and inclusive classrooms and workplaces. This work should be treated as a starting point for gender equity in both pedagogy and workplaces, not the end of the conversation. Key questions remain, including: how to not only integrate and promote gender equity, but how to address contentious gender dynamics (i.e., gender slurs, discriminatory practices, persistent gender disparities). Likewise, institutions of higher education and public institutions are often resistant to change. How can a progression toward greater gender equity be adopted in such environments and keep pace with the ever-changing gender norms in society? Future research should examine how gender equitable pedagogy contributes to fostering an inclusive

workplace through qualitative and quantitative studies of MPA students, faculty, and in-service alumni. This includes research that seeks to understand which practices are most effective in equipping students with lasting skills that can be applied in future work settings. For example, interviews with alumni employed in the public sector could provide insight into what MPA graduates apply in their workplaces and what needs to be modified in the curricula. Larger systemic changes across the public affairs discipline, such as standards in MPA education and professional codes of ethics, should be revisited to specifically address gender inclusive efforts under the broader umbrella of DEI. Ultimately, gender equitable pedagogy in public affairs education is the starting point for enacting change toward greater gender equity and can have a tangible impact on students and the practice of public service.

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