

How to Inspire Female Students to Study Energy Security

Elina Brutschin

Assistant Professor
Department of International Relations
Webster University

WiN Global 2015

Outline

- 1 General Trends
- 2 Possible Reasons
- 3 Recommendations

What we observe across all disciplines

- there is a constantly increasing number of female students in male dominated fields
- in some fields we have achieved gender equality in student representation
- across all disciplines we observe the so-called "leaky career pipeline", where we still find women underrepresented in top-ranking positions
- it less known that female under-representation in certain fields of social sciences is similar to the so-called STEM fields (Hancock et al., 2013)
- in the following I will discuss the developments related to international relations, which can be considered as a sub-field of political science and a discipline within social sciences

What we observe across all disciplines

- there is a constantly increasing number of female students in male dominated fields
- in some fields we have achieved gender equality in student representation
- across all disciplines we observe the so-called "leaky career pipeline", where we still find women underrepresented in top-ranking positions
- it less known that female under-representation in certain fields of social sciences is similar to the so-called STEM fields (Hancock et al., 2013)
- in the following I will discuss the developments related to international relations, which can be considered as a sub-field of political science and a discipline within social sciences

What we observe across all disciplines

- there is a constantly increasing number of female students in male dominated fields
- in some fields we have achieved gender equality in student representation
- **across all disciplines we observe the so-called "leaky career pipeline", where we still find women underrepresented in top-ranking positions**
- it less known that female under-representation in certain fields of social sciences is similar to the so-called STEM fields (Hancock et al., 2013)
- in the following I will discuss the developments related to international relations, which can be considered as a sub-field of political science and a discipline within social sciences

What we observe across all disciplines

- there is a constantly increasing number of female students in male dominated fields
- in some fields we have achieved gender equality in student representation
- across all disciplines we observe the so-called "leaky career pipeline", where we still find women underrepresented in top-ranking positions
- it less known that female under-representation in certain fields of social sciences is similar to the so-called STEM fields (Hancock et al., 2013)
- in the following I will discuss the developments related to international relations, which can be considered as a sub-field of political science and a discipline within social sciences

What we observe across all disciplines

- there is a constantly increasing number of female students in male dominated fields
- in some fields we have achieved gender equality in student representation
- across all disciplines we observe the so-called "leaky career pipeline", where we still find women underrepresented in top-ranking positions
- it less known that female under-representation in certain fields of social sciences is similar to the so-called STEM fields (Hancock et al., 2013)
- in the following I will discuss the developments related to international relations, which can be considered as a sub-field of political science and a discipline within social sciences

Specific to social sciences and security related fields

Representation in academia

An extensive US survey (2006) of the political science discipline suggests that (Maliniak et al., 2008):

- only 26 % of Political Science Professors are female
- only 17 % of Political Science **Full** Professors are female
- only 14 % of full professors that research in the field of International Relations are female

Specific to social sciences and security related fields

Representation in academia

An extensive US survey (2006) of the political science discipline suggests that (Maliniak et al., 2008):

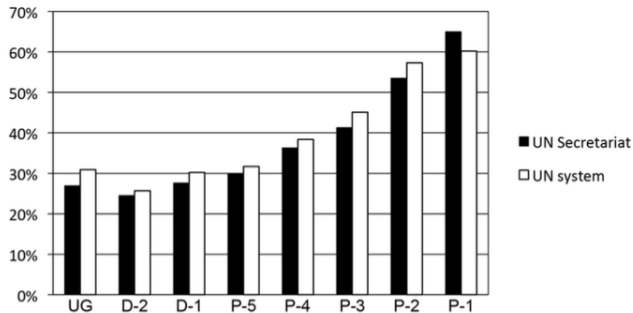
- only 26 % of Political Science Professors are female
- only 17 % of Political Science **Full** Professors are female
- only 14 % of full professors that research in the field of International Relations are female

This is one of the reasons, why we find that in top journals on energy issues only 15 % of articles are authored by women (Sovacool, 2014)

Specific to social sciences and security related fields

Representation in international organizations

Figure 1 Percentage of Women in the Professional (P1-5) and Higher Categories in the UN Secretariat and UN System, 31 December 2010



Source:Haack (2014)

Possible reasons

Institutional Environment

environment that is inhospitable to women (Hancock et al., 2013)

Students' stereotypes

'boys like guns and girls care about people and this is why they pursue different careers' (Buhr and Sideras, 2015)

The 'Invisible' Women

Women in high ranking positions are less visible to public than men (Buhr and Sideras, 2015)

Lack of female faculty in the male dominated fields

lack of female faculty often results in lack of female role models and thus enforces the existing stereotypes (Cassese et al., 2012)

Possible reasons - My emphasis today

Students' stereotypes

'boys like guns and girls care about people and this is why they pursue different careers' (Buhr and Sideras, 2015)

The 'Invisible' Women

women in high ranking positions are less visible to public than men (Buhr and Sideras, 2015)

Lack of female faculty in the male dominated fields

lack of female faculty often results in lack of female role models and thus enforces the existing stereotypes (Cassese et al., 2012)

Students' stereotypes

A recent survey, asking international relations students about what they perceive to be major interests by gender:

Top Five Gender-Stereotyped Subfields	
Greater Interest to Male Students (frequency of response)	Greater Interest to Female Students (frequency of response)
Military policy (117)	Women's studies (95)
Weapons (93)	Human rights (71)
International security (35)	Child soldiers (28)
Diplomatic history (13)	Public health (25)
Foreign policy (13)	Ethnic conflict (22)

Source: Buhr and Sideras (2015)

Students' actual interests and career aspirations

Career Aspirations

Males (times mentioned)	Females (times mentioned)
Foreign policy (18)	Foreign policy (18)
International law and organizations (14)	Human rights (16)
International security (11)	International law and organizations (8)
International political economy (10)	Public health (6)
Military policy (9)	Environmental studies (5)
Intelligence (8)	Justice and peace studies (5)
Human rights (4)	Development studies (4)
Geographical area studies (3)	Geographical area studies (4)
Development studies (3)	Military policy (4)
Environmental studies (3)	Intelligence (3)
Dispute resolution (2)	International political economy (3)
Justice and peace studies (2)	International security (3)
Ethnic conflict (1)	Dispute resolution (2)
Food security (1)	Ethnic conflict (2)
Public health (1)	Weapons (1)
Weapons (1)	

Source: Buhr and Sideras (2015)

Students' stereotypes enhanced I

- With a few notable exceptions, we still see high-ranking meetings dominated by men
- Public is not aware of the growing changing demographics
- The career choices of young females might be affected by these stereotypes



Source: G7 meeting in Germany



Students' stereotypes enhanced II

- Female scholars are not considered influential in the dominant fields of international relations (Realism and Liberalism)

<i>Faculty Characteristics</i>	<i>Identified Woman as One of Four Most Influential IR Scholars^a</i>	<i>Identified a Woman as Doing Interesting IR Scholarship^b</i>	<i>Identified Woman as Having Influence on Own Research^c</i>
Age	-.005	-.027**	-.032**
Woman	.417***	.389***	.463***
Year obtained Ph.D.	-.002	-.016	-.012
Ideology (conservative)	-.056	-.113***	-.081*
Epistemology (positivist)	.024	.103	-.094
Paradigm:			
Realism	-.019	.114	-.124
Liberalism	.138	.341*	.089
Marxism	.591	-.186	-.063
Constructivism	.264	.429**	.310
Feminism	1.22**	1.35**	1.70***
Other paradigm	-.036	.018	.169
Constant	3.60	32.2	25.2
Log-likelihood	-257.6	-396.4	-298.1

* ≤ .10; ** ≤ .05; *** ≤ .01; N = 867

Source: 2006 Teaching, Research, and International Politics (TRIP) Survey.

Source:(Maliniak et al., 2008)

Recommendation I: Make successful women more visible and create more role models to break the stereotypes

A 4 year old boy asks his mother: 'Can I become the chancellor of Germany, or is it just for girls?'



Source: The New Yorker

Recommendation II: Target high school students and undergraduates

- while there is a number of initiatives to motivate young females to enter STEM fields, the initiatives to motivate young females for security studies or energy related studies from a social science perspective are less common
- the existing surveys suggest that students begin to study with certain stereotypes and that it might affect their specializations
- it is important for every university to have a set of strategies to break the existing stereotypes, especially, within social sciences
- such strategies might include: letting female colleagues teach security related classes (subjects perceived to be dominated by male scholars), introducing key readings by female scholars, offering workshops with leading female scholars

Recommendation II: Target high school students and undergraduates

- while there is a number of initiatives to motivate young females to enter STEM fields, the initiatives to motivate young females for security studies or energy related studies from a social science perspective are less common
- the existing surveys suggest that students begin to study with certain stereotypes and that it might affect their specializations
- it is important for every university to have a set of strategies to break the existing stereotypes, especially, within social sciences
- such strategies might include: letting female colleagues teach security related classes (subjects perceived to be dominated by male scholars), introducing key readings by female scholars, offering workshops with leading female scholars

Recommendation II: Target high school students and undergraduates

- while there is a number of initiatives to motivate young females to enter STEM fields, the initiatives to motivate young females for security studies or energy related studies from a social science perspective are less common
- the existing surveys suggest that students begin to study with certain stereotypes and that it might affect their specializations
- **it is important for every university to have a set of strategies to break the existing stereotypes, especially, within social sciences**
- such strategies might include: letting female colleagues teach security related classes (subjects perceived to be dominated by male scholars), introducing key readings by female scholars, offering workshops with leading female scholars

Recommendation II: Target high school students and undergraduates

- while there is a number of initiatives to motivate young females to enter STEM fields, the initiatives to motivate young females for security studies or energy related studies from a social science perspective are less common
- the existing surveys suggest that students begin to study with certain stereotypes and that it might affect their specializations
- it is important for every university to have a set of strategies to break the existing stereotypes, especially, within social sciences
- such strategies might include: letting female colleagues teach security related classes (subjects perceived to be dominated by male scholars), introducing key readings by female scholars, offering workshops with leading female scholars

Recommendation III: Link faculty in social sciences with women practitioners in male dominated fields

- young students can rarely understand the full range of career opportunities in the security studies
- it is thus important to create dialogues between students, faculty and practitioners
- co-operation between female faculty and practitioners in male dominated sectors could offer a new way of mentoring young female students

Recommendation III: Link faculty in social sciences with women practitioners in male dominated fields

- young students can rarely understand the full range of career opportunities in the security studies
- **it is thus important to create dialogues between students, faculty and practitioners**
- co-operation between female faculty and practitioners in male dominated sectors could offer a new way of mentoring young female students

Recommendation III: Link faculty in social sciences with women practitioners in male dominated fields

- young students can rarely understand the full range of career opportunities in the security studies
- it is thus important to create dialogues between students, faculty and practitioners
- co-operation between female faculty and practitioners in male dominated sectors could offer a new way of mentoring young female students

References

- Buhr, R. L. and Sideras, N. Finding the invisible women: Gender stereotypes versus student interest in foreign policy and security subfields. *PS: Political Science and Politics*, 48(3):473–477, 2015.
- Cassese, E., Bos, A., and Duncan, L. E. Integrating gender into the political science core curriculum. *PS: Political Science and Politics*, 2012.
- Haack, K. Breaking barriers? women's representation and leadership at the united nations. *Global Governance: A Review of Multilateralism and International Organizations*, 20(1):37–54, 2014.
- Hancock, K. J., Baum, M. A., and Breuning, M. Women and pre-tenure scholarly productivity in international studies: An investigation into the leaky career pipeline. *International Studies Perspectives*, 14(4):507–527, 2013.
- Maliniak, D., Oakes, A., Peterson, S., and Tierney, M. J. Women in international relations. *Politics & Gender*, 4(1):122–144, 2008.
- Sovacool, B. K. What are we doing here? analyzing fifteen years of energy scholarship and proposing a social science research agenda. *Energy Research & Social Science*, 1:1–29, 2014.