For decades, the subjects of gender studies and international relations/national security have been siloed in academics, only occasionally intersecting formally. Educational siloing has real world impacts on policymakers' ability to understand why gender is key to formulating smart and sustainable policies.

At New America, we had identified major knowledge gaps among U.S. policymakers in our previous research, and we saw an opportunity to create resources connecting the best research and practice to academic communities, to help make integrating this content into classrooms easier. From late June through mid-July 2017, we conducted a needs assessment survey. The purpose of the survey was to help us and our partners at Peace is Loud, and others working in the field, to understand better what professors are already doing to integrate gender into their courses, what they do and don't see as relevant and appropriate materials, and what types of content they find most useful. We disseminated the survey to roughly 750 academics teaching international relations, national security, and related subjects, and we came away with four major lessons:

1. For professors who aren't already engaging with gender, "gender" is not the hook that works.

Overwhelmingly, professors who responded to our survey are already significantly engaged with the topic. Put another way, academics who don't currently engage with gender in

their work mostly didn't respond. This, to us, is an important warning that framing the topic as gender is unlikely to be a viable route for mainstreaming material to academics who don't currently consider gender relevant to their work. Anecdotally, one professor and former practitioner wrote us and said, "I either am oblivious to how this might work with my content or I am really good and have integrated it subconsciously!"

2. The kinds of gender analysis resources that are available, and the kinds of materials most engaging to students, are not the ones professors are looking for.

We found a surprising disconnect between what resources engage students, what professors prefer to use, and what's actually available. While professors noted that videos and podcasts engage with students the most, they were more likely to request supplemental materials in the form of reading lists, academic papers, and public policy papers. Articles and papers were also the most preferred methods by which professors already include gender in their classes. This has multiple implications: First, a relatively small proportion of the substantive content in gender analysis exists in the form of peer-reviewed academic studies—as opposed to materials like resource websites, journalism and advocacy materials, and guest lectures. This may also point to a potential engagement disconnect with students.

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3. Current patterns of teaching gender may miss gender analysis and Women, Peace and Security entirely.

We asked professors who did include gender in their curriculum materials to tell us what they were using. Of the materials respondents cited, less than half were related to WPS or gender analysis. Instead, many concerned gender victimization, women's representation in local government, local feminist activism, or theory concerning how Western policymakers' gender affects policy decisions. Research on gender within development theory, where the mainstreaming of gender concepts has been relatively successful (for example, many policymakers do contend that where women are more economically and politically empowered, development will follow) was more frequently cited than security-related analysis. Academics thus tended to conflate the literature on gender in the security and development fields, making it even more likely that women, peace and security-related content would be omitted.

4. Mainstreaming reigns.

The vast majority of academics (91 percent) surveyed say that they want to mainstream gender resources throughout their course(s), rather than teach it as a standalone segment or module. At the same time, most of the respondents (52 percent) currently discuss it within a standalone segment or module, rather than mainstreaming. This finding suggests an important research agenda— why is mainstreaming so difficult, and what outside resources or supports would make it easier.

Survey participants who said they would be interested in including materials that addressed gender and security as well as gender-differentiated impacts in their classes responded to a follow-up question about how they would like to include this information.

- Mainstream these subjects
- Dedicate a single class to gender
- Include optional resources for students to learn about the topic outside of class
- Other