



# Gender Lensed Curricula for International Development (GLCID)

**TEXAS A&M**  
UNIVERSITY

**Implementation Team:** Dr. Manuel Piña, Jr., Instructional Associate Professor, ALEC; Dr. Silva Hamie, Instructional Associate Professor, INTA; Dr. Reyko Huang, Associate Professor, INTA; Dr. Valerie Hudson, Professor, INTA; Dr. Theresa Murphrey, Associate Professor, ALEC; Dr. Raymond Robertson, Professor, INTA; Dr. Leslie Ruyle, Instructional Associate Professor, INTA; Miss Danette Philpot, Ph.D. student, ALEC; Dr. Melinda Garcia, external evaluator, Simply SMILE, LLC.  
ALEC = Agricultural Leadership, Education, and Communications (ALEC) in the College of Agriculture and Life Sciences  
INTA = International Affairs at the Bush School of Government and Public Service.

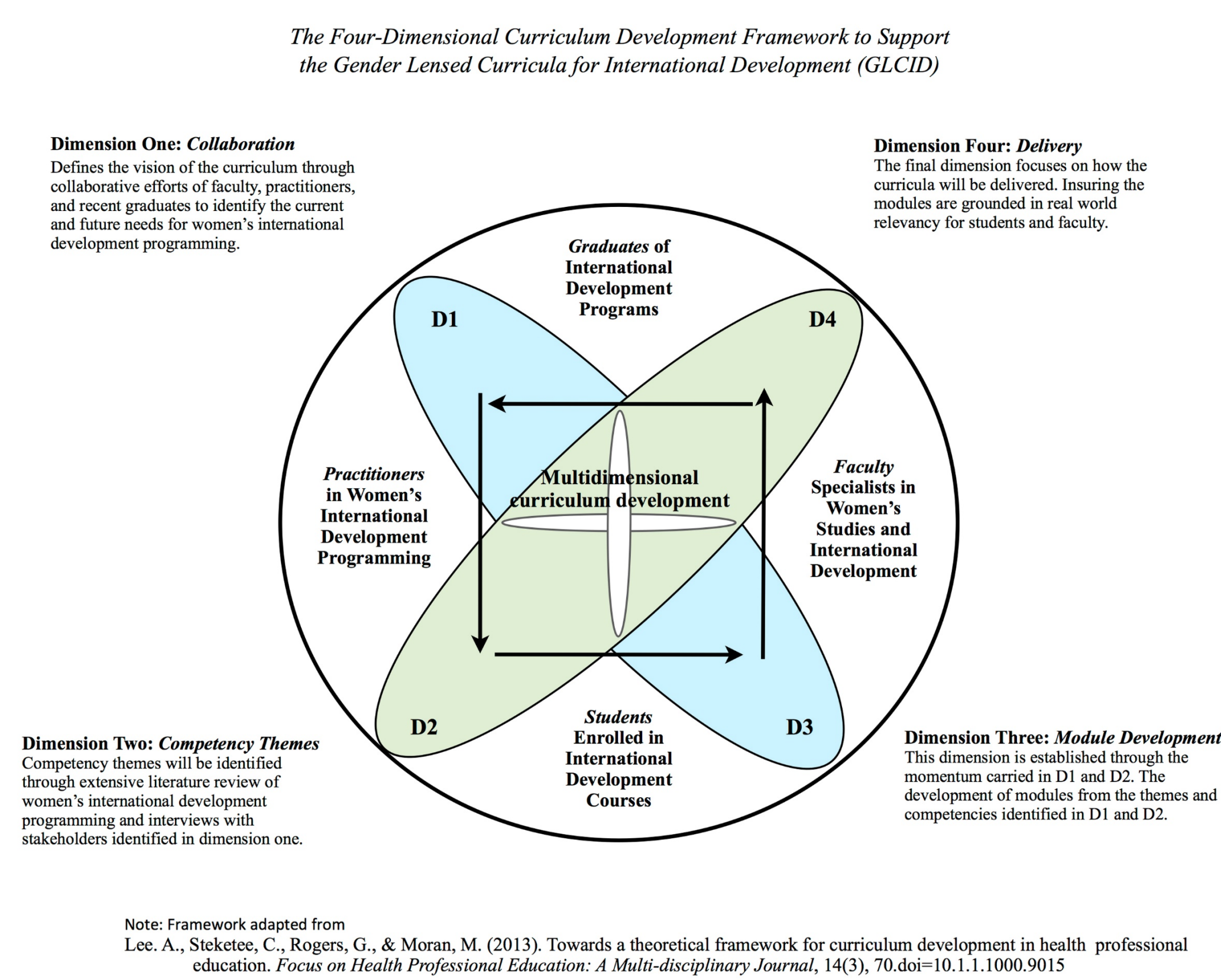
## Overview:

U.S. universities offer an array of undergraduate and graduate international development degree programs. These programs are housed in multiple colleges across universities, with curricula differing in objectives and constructs across departments and courses.

GLCID addresses two problems: (1) Often professors are not adequately prepared to address gender sensitive topics in their teaching, research, mentoring, and service. (2) Too often male students are reluctant to discuss gender sensitive issues in classes and do not participate in related symposia, workshops, seminars, and lectures.

## Guiding Framework:

We have adopted the Four-Dimensional Framework (4D) (Moran et al., 2015) to guide our curriculum development process. The 4D Framework was developed by an interdisciplinary team focused on curriculum renewal in interprofessional health education in Australia. This framework encourages educational researchers and educators from a wide range of professions to identify components of the curriculum.



The resulting conceptual framework can guide the planning and review of interprofessional curricula (Moran, et al., 2015) as it incorporates input from practitioners, educators, graduates, and learners. The 4D framework enables designers to look at the big picture, with each dimension building on each other for a unified effort.

## Progress:

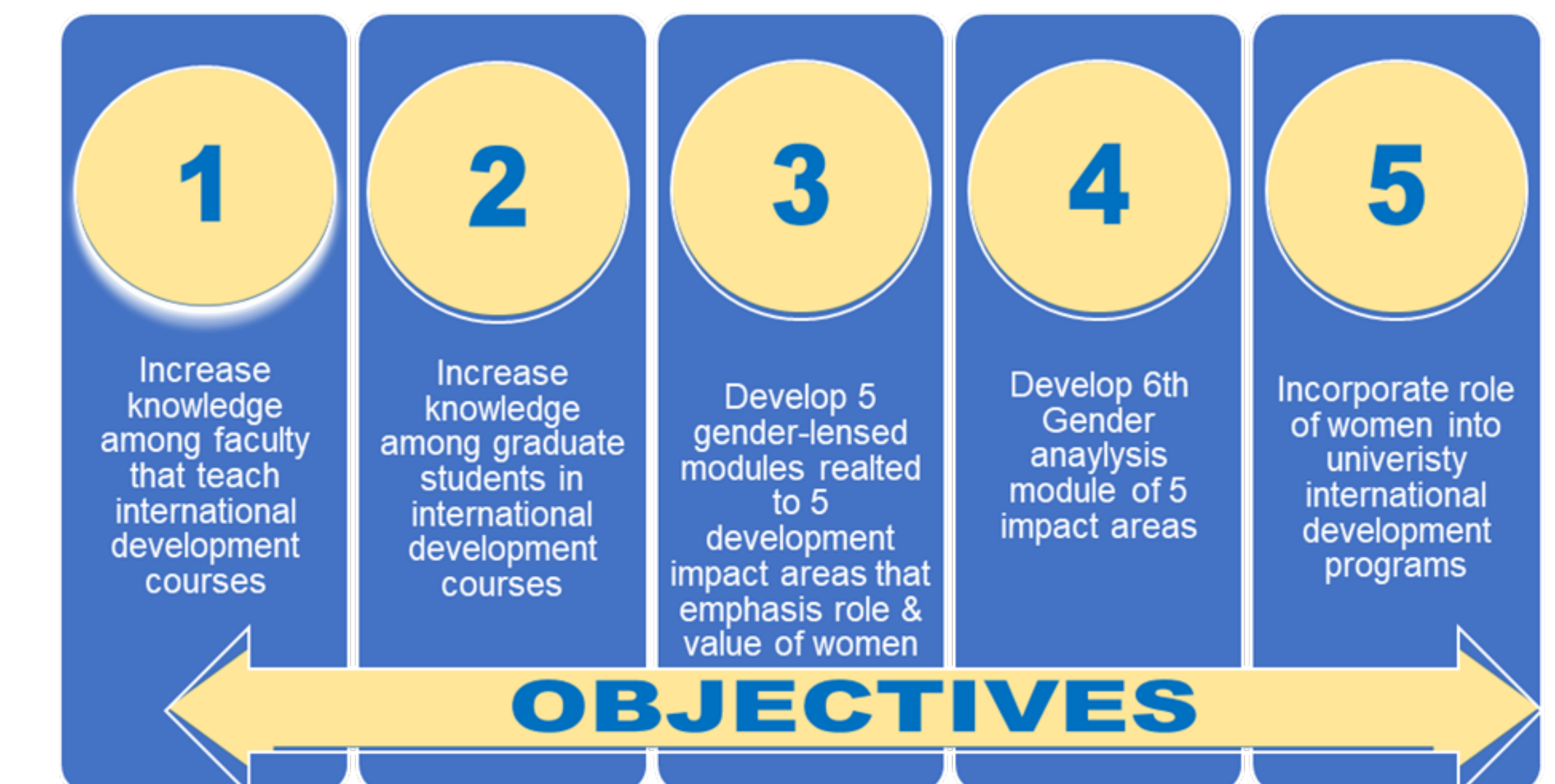
**Overview:** The project began by assembling an advisory and implementation team and conducting an in-depth literature review to inform project members and produce key themes for the curricula. Monthly meetings have been held to continually obtain input from team members and to provide feedback. The intent is to gain insight and input from faculty members who teach courses that could incorporate the modules. In addition, IRB approval (IRB2020-0628M) has been secured to conduct interviews with faculty who are in a position to utilize the modules. These interviews are planned for Fall 2020 and will inform module development.

**Literature Review:** The literature review was the first phase of a broad research agenda to develop content for the curricula intended for incorporation into prevailing and new university-level international agricultural development courses. Six themes have emerged as important for inclusion for government and nonprofit organizations: *1. Barriers for Women in Developing Countries, 2. Gender Integration Strategies, 3. Capacity Building, 4. Empowerment, 5. Health, and 6. Violence.* These topics will serve as the foundation for module development for incorporation into international development courses.

**Interviews:** The intent is to conduct key informant interviews focused on gender responsiveness with faculty members, practitioners, and field directors of international development programs, and graduates from international development studies. Findings from these interviews will inform module development.

## Objective:

To develop and incorporate gender-sensitive curricula that focus on key overlapping development impact areas that emphasize the role and value of women. Modules will be designed for use across multiple disciplines as the foundation for an entire course or added to existing courses.



## Methods & Procedures:

- Analyze information to guide the creation of modules that reflect findings of literature review and stakeholder perspectives.
- Pilot modules through a team of key faculty-led classes and adjust and modify modules.
- Assessment of modules to determine success
  - Internal and External Evaluation
  - Formative and Summative Evaluation
  - Instruments
    - Equity Sensitivity (ESI)
    - Ambivalent Sexism Inventory (ASI)

