

Authorship Guide for the Gender Lensed Curricula for Development Curriculum

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As many content creators are aware, identifying and crediting the authors of a work is vital for the forward motion of our society. Our Gender Lensed Curricula for Development (GLCD) curriculum brings together the expertise of several individuals for each module with a larger group providing inputs for the entire project, and we used the steps below to create an inclusive and accurate authorship system. Authors may use this guidance to inform their authorship decisions.

First, we identified the persons or roles that will be present for each module developed. These included author, subject matter experts (SMEs), subject reviewers, internal reviewers, project leads, project advisory committee members, and evaluators. We carefully considered the activities performed by each role in order to assign roles.

Second, we matched each role to a description of contributions that will be made, using the 14 possibilities listed in the [Contributor Roles Taxonomy](#) published by CASRAI. This is the leading authority on authorship and was recommended by the Texas A&M University Libraries staff in 2021. You may find that some groups perform multiple unique roles and that there is overlap among roles, both of which are to be expected.

Third, we determined which persons should actually be listed as *authors* for the module. For the purposes of this project, authors were those who prepared initial drafts of modules and integrated edits from internal and subject reviewers, encompassing the Contributor Roles of conceptualization, writing (original draft and review and editing), and visualization. These persons change from module to module. We also listed the Project Leads as authors for each module. While they do not contribute to the original draft writing of each module, this project would not exist without their roles of conceptualization, funding acquisition, project administration, supervision, and writing (review and editing).

Fourth, the remaining roles were credited in an *Attributions and Acknowledgements statement* that is included in the materials for each curriculum module. It was important to carefully review each module's process and track the SMEs and subject reviewers for each module, as these were unique to each topic. This was accomplished using an Excel spreadsheet tracking the roles for each module and listing the author, SME, and subject reviewer on drafts of each module.

Once this process was completed for the first module under development, the project team presented the process and results to the Project Advisory Team to gather inputs and official agreement on the process before it was repeated for the remaining 13 modules.

Using Module 1 as an example, Benson and Ruyle were authors, Ruyle was SME, and Lawver and Robertson were reviewers. For all modules, Philpot, Richburg, and Boldt were internal reviewers, Piña and Murphrey were project leads, and Garcia was evaluator. This resulted in the following citation and acknowledgements/attribution statements:

Citation: Benson, C., Ruyle, L., Piña, M., & Murphrey, T. P. (2021). An introduction to international development through a gendered lens (Module 1). *Gender Lensed Curricula for Development*. <https://genderlensed.tamu.edu/materials/>

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Reference:

Consortia Advancing Standards in Research Administration [CSRAI]. (n.d.). *CRedit – Contributor roles taxonomy*. <https://casrai.org/credit/>