

# Leading and Managing Transdisciplinary Teams for Transformative Learning: *Lessons Learned*



Theresa Murphrey & Manuel Piña, Jr.



Funded by Texas A&M  
University and the U.S.  
Department of Agriculture

# Present a case study



1. Background
2. Teambuilding
3. Lessons learned
4. Products
5. Next step



# Case Study: Gender Lensed Curricula for Development



**TEXAS A&M**  
UNIVERSITY.

**“Gender Lensed Curricula for International Development, Presidential Transformation Teaching Grants program, 1-year, \$60,000**



**United States  
Department of  
Agriculture**

**“Gender Lensed Curricula for the Food, Agricultural, Natural Resources, and Human Sciences,” National Institute of Food and Agriculture’s Higher Education Challenge grant program, 2-year, \$150,000**

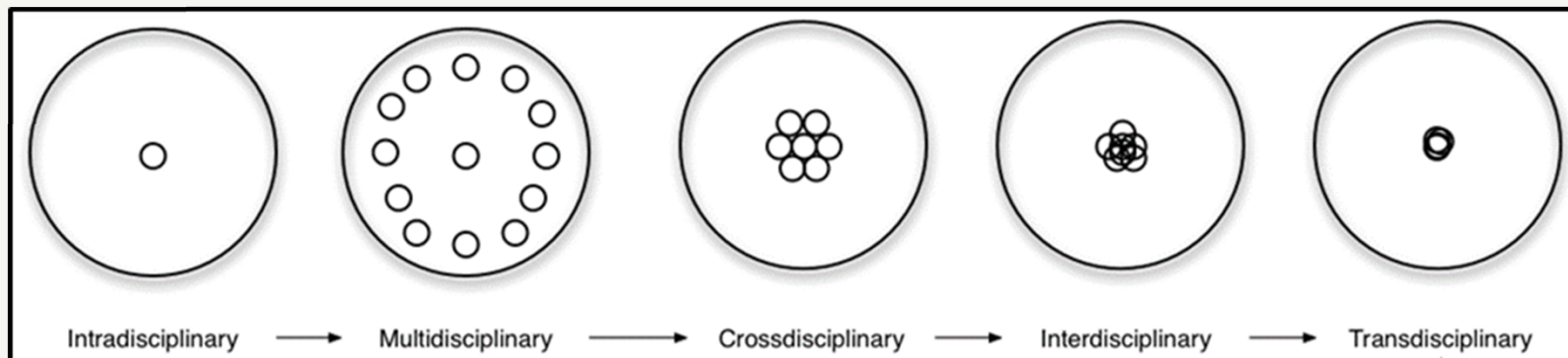
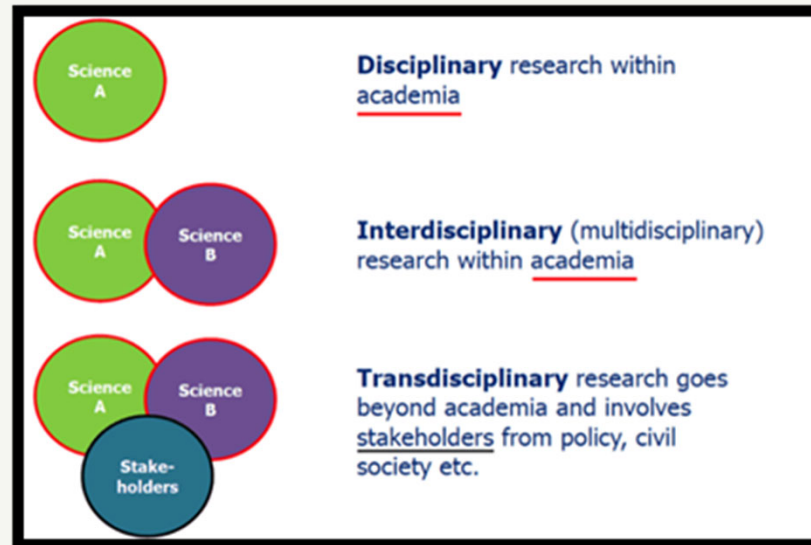


## Case Study Underpinnings

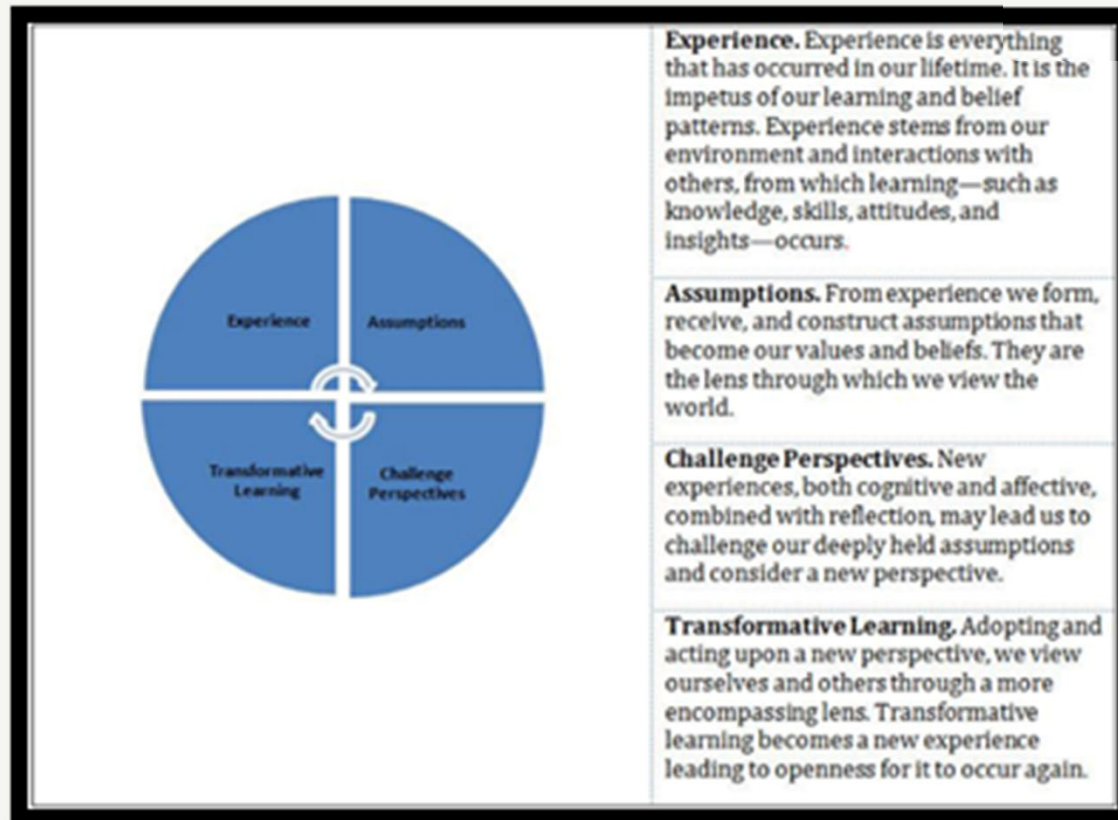
**Transdisciplinary  
Education/Research**

**Transformative  
Education/Research**

# Transdisciplinary Research & Education

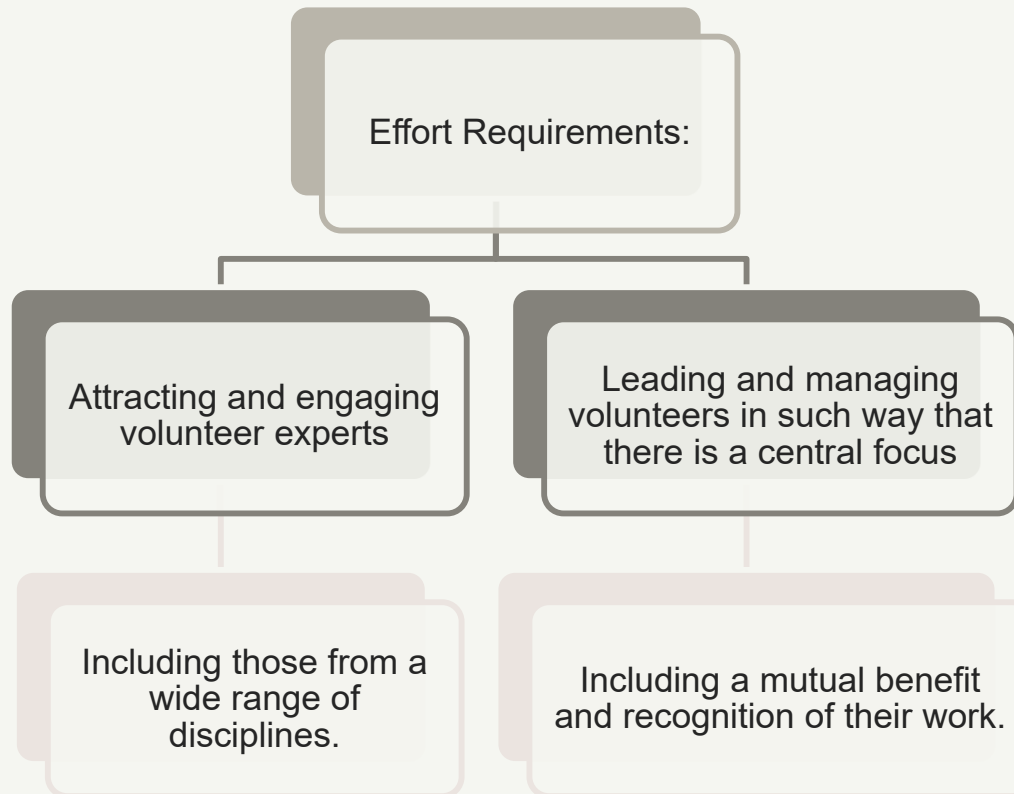


# Nerstrom on Nezirow's Transformative Education





# What we felt



# Project Advisory Team



**Manuel Piña, Jr.**  
TAMU



**Theresa Murphrey**  
TAMU



**Gary Briers**  
TAMU



**Valerie Hudson**  
TAMU



**Silva Hamie**  
TAMU



**Leslie Ruyle**  
TAMU



**Reyko Huang**  
TAMU



**Raymond Robertson**  
TAMU



**Amanda Crump**  
UC-Davis



**Becki Lawver**  
Utah State University



**Mary Rodriguez**  
Ohio State University



**Hannah Russell**  
TAMU Grad



**Danette Philpot**  
TAMU



**Melinda Garcia,**  
Simply SMILE, LLC





**University of California, Davis**



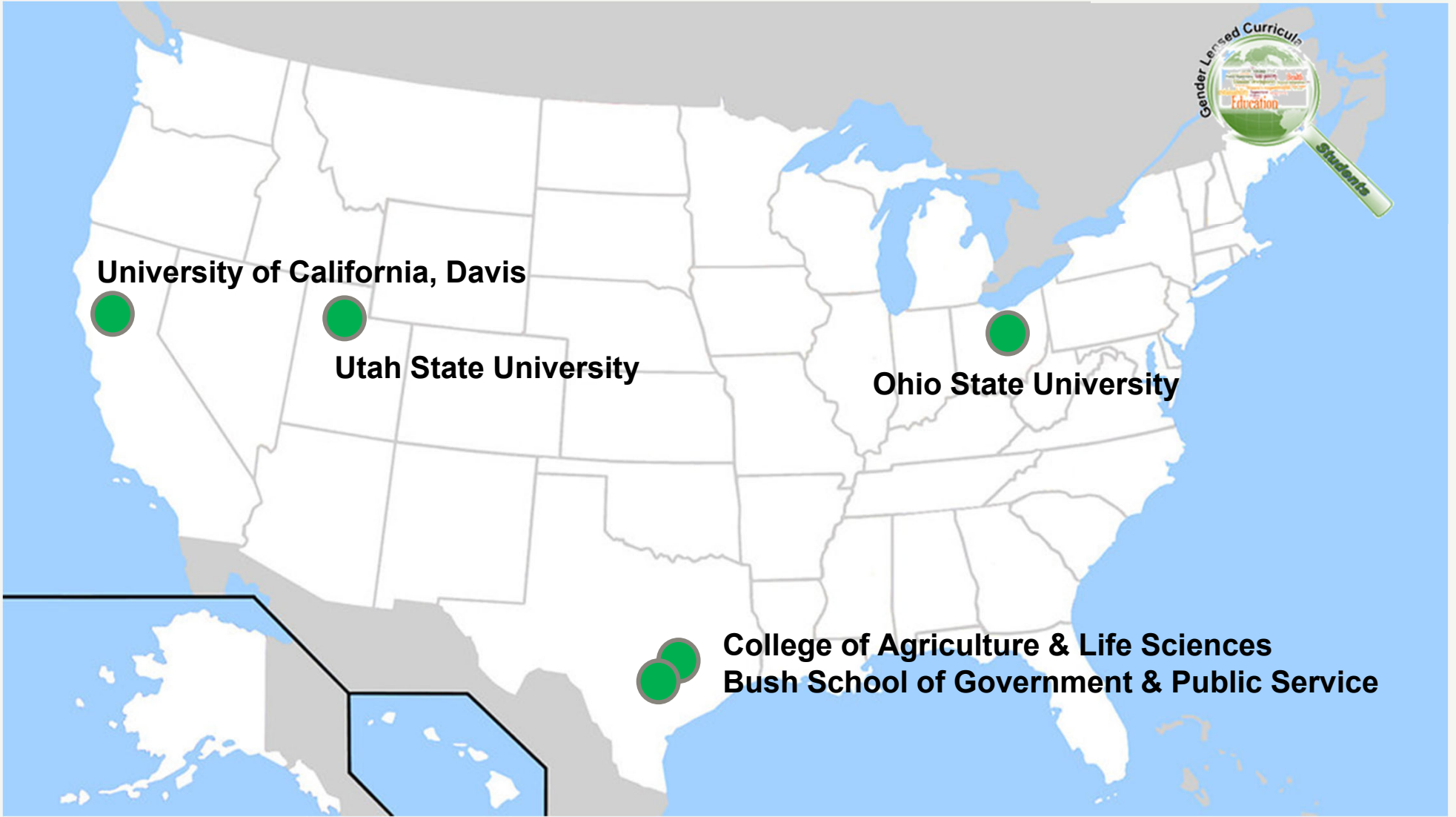
**Utah State University**



**Ohio State University**

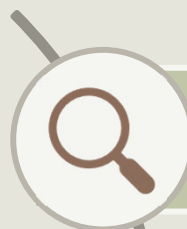


**College of Agriculture & Life Sciences  
Bush School of Government & Public Service**





## Developed a 14-module curriculum



1-4 Why Focus on Women



5-11 How Women Contribute



12-14 How to Improve Policies, Programs,  
and Research

# Module Content



## Icebreaker

Short introduction to each module



## What to Expect

Objectives and Outlines



## Content

Key concepts, terms, and examples



## Pause and Reflect

Quiz and reflection items



## Take it to the Field

Application, case studies, projects/programs



## Further Investigation

Additional reading, group projects, etc.

## Authorship Guide for the Gender Lensed Curricula for Development Curriculum

Theresa Pestl Murphrey, Manuel Piña, Jr., and Audra Richburg | Updated June 7, 2021

To cite this article, use: Murphrey, T. P., Piña, M. Jr., & Richburg, A. (2021, June 7). *Authorship guide for the Gender Lensed Curricula for Development curriculum*. <https://genderlensed.tamu.edu/about-the-project/>



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/>

Attributions and Acknowledgements: The authors wish to thank the following persons for their contributions to this module: Dr. Leslie Ruyle (subject matter expert); Drs. Rebecca Lawver and Raymond Robertson (subject reviewers); Danette Philpot, Audra Richburg, and Kortney Boldt (internal reviewers and instructional designers); and Dr. Melinda Garcia (evaluator). Additionally, Project Advisory Team Members from multiple institutions significantly advanced the success of this project, from initial conceptualization and funding acquisition to formal analysis and publication. Members include Dr. Amanda Crump, Dr. Sylva Hamie, Dr. Reyko Huang, Dr. Valerie Hudson, Dr. Rebecca Lawver, Dr. Raymond Robertson, Dr. Mary Rodriguez, Dr. Leslie Ruyle, Dr. Gary Briers, Dr. Hannah Russell, and Dr. Melinda Garcia. We appreciate the dedication and contributions of each member.

### Reference:

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

# Key Lessons Learned

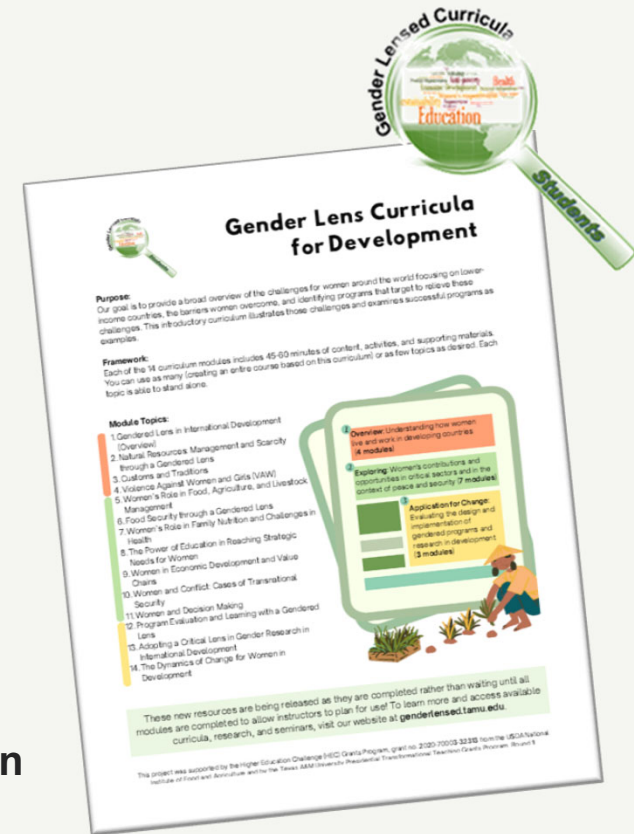
---

- 1 Promote Inclusiveness
- 2 Consideration of Time Requests
- 3 Facilitate Participation
- 4 Importance of Tone & Voice
- 5 Reduce Burden
- 6 Ensure Recognition
- 7 Engaging & Passionate Leadership

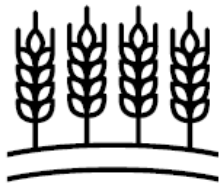


# See Handout: 4 Topics Complete

1. **Gendered Lens in International Development**
2. Natural Resources: Management and Scarcity through a Gendered Lens
3. Customs and Traditions
4. Violence Against Women and Girls (VAW)
5. Women's Role in Food, Agriculture, and Livestock Management
6. Food Security through a Gendered Lens
7. **Women's Role in Family Health and Nutrition**
8. **The Power of Education in Reaching Strategic Needs for Women**
9. Women in Economic Development and Value Chains
10. Women and Conflict: Cases of Transnational Security
11. Women and Decision Making: The Cases of Post-Conflict Reconstruction, Disaster Response, and Economic Development
12. **Program Evaluation and Learning with a Gendered Lens**
13. Adopting a Critical Lens in Gender Research in International Development
14. The Dynamics of Change for Women in Development



## Upcoming Seminars ....



### **Module 5: Women's Roles in Food, Agriculture, and Livestock Management**

*Speakers:*

Dr. Rebecca Lawver, Utah State University  
Ms. Danette Philpot, Texas A&M University

*Date and Time:*

Wednesday, March 23, 2022  
1 PM CST



### **Module 11: Women and Decision Making in Post-Conflict Reconstruction**

*Speakers:*

Dr. Silva Hamie, Texas A&M University  
Ms. Lisa De Leon, Pepperdine University

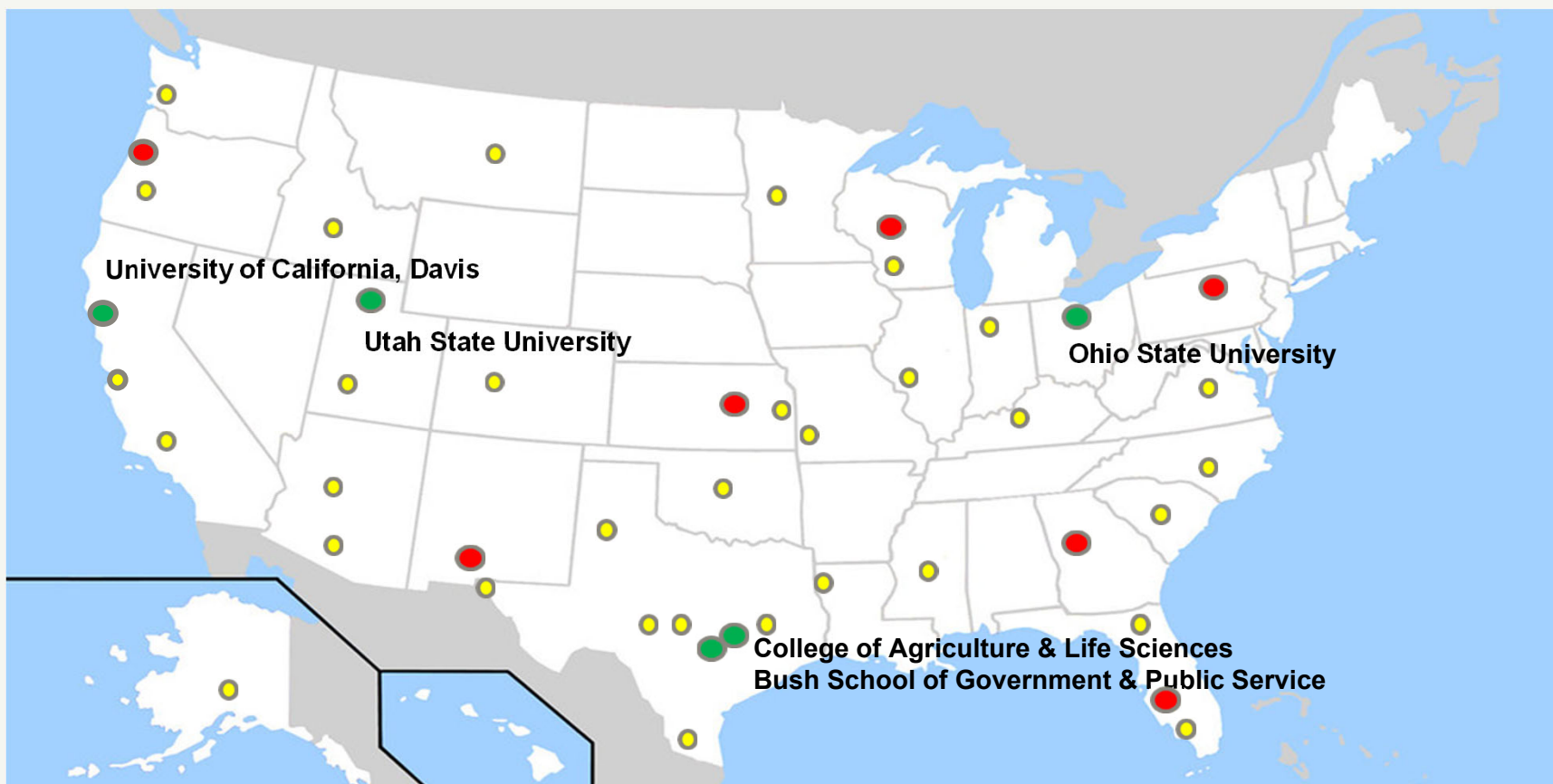
*Date and Time:*

Friday, April 15, 2022  
11AM CST

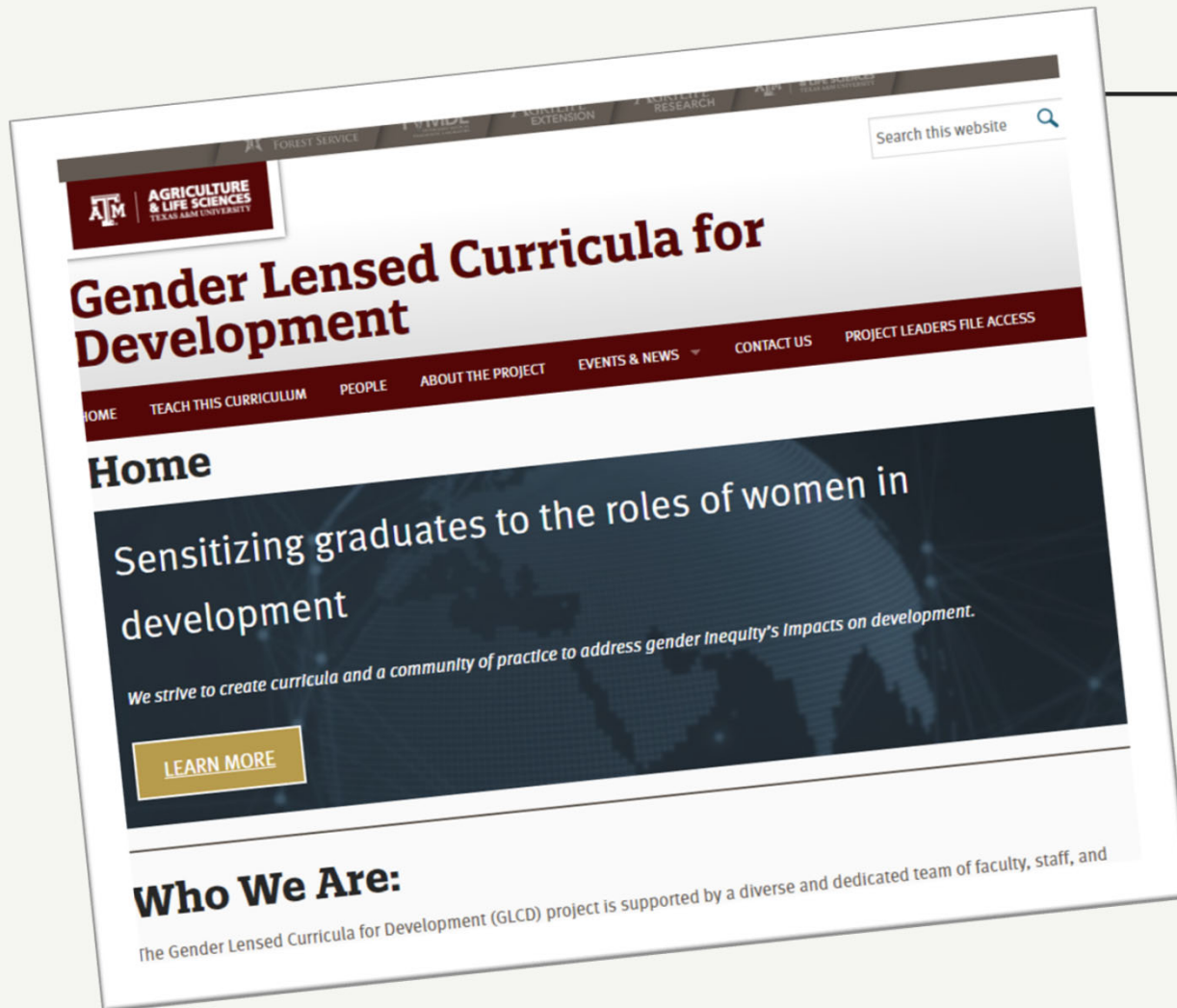
**REGISTER AT: [tx.ag/GLCDseminars](https://tx.ag/GLCDseminars)**



# A Transdisciplinary Approach: Gender Lensed Curricula for Development







**Thank you!**

**Dr. Theresa Murphrey**

**[theresa.murphrey@ag.tamu.edu](mailto:theresa.murphrey@ag.tamu.edu)**

**Dr. Manuel Piña, Jr.**

**[manuel.pina@ag.tamu.edu](mailto:manuel.pina@ag.tamu.edu)**

**Texas A&M University**

**[genderlensed.tamu.edu](http://genderlensed.tamu.edu)**