PAD Seminar on Navigating Interdisciplinary Careers: 22 February 2013
Julie Thompson Klein, OVPR and English, Wayne State University


Evaluation


See also:

- Table 3.2: Facilitating Strategies and Mechanisms; Table 5.1: Faculty Development
- Table 27.2: Positive and negative aspects of conducting ID research and education
- Table 27.3: Spectrum of institutional commitment, investment, and responsibility

• Tables include: Guidance Matrix for Sample Language and Links to Resources on Structure, Position Creation/Acceptance, Search and Hiring, Junior Development & Mentoring/Protection, Dossier Preparation & Evaluation, Senior Development
• Appendices include: ID MOU Checklist, Annotation of ID CV, Joint Appointment Checklist


Evaluation

• Chapter 7, “Assessing the Route: Evaluating interdisciplinary proposals, programmes, and publications.” In Lyall, Bruce, Tait, and Meagher (above)
• “NCI Center for Cancer Research Criteria for Evaluating Contributions to Team Science.”https://ccrod.cancer.gov/confluence/display/NIHOMBUD/Evaluating+Contributions+to+Team+Science


See also:

- Table 28.1: Framework for encouraging institutional support of ID training, research, and pedagogy for doctoral students and early career academics
Graybill and Shandas Stage 1: Initiation
• Where do I situate my scholarship?
• What is my identity in my disciplinary department and interdisciplinary program, and are they (should they be) the same or different?
• How can I strategize to obtain maximum benefits from the daunting task of creating two research projects that must be undertaken simultaneously?
• How do I craft two research projects so that (a) I may complete them in a timely manner and (b) they are rigorous and acceptable in both disciplinary and interdisciplinary realms?

Graybill and Shandas Stage 2: Familiarization
• How do I maintain rigor and depth in my disciplinary and interdisciplinary research, yet still complete the PhD in a timely manner?
• What qualifies as legitimate amounts and types of research in my disciplinary and interdisciplinary fields?
• Where will my interdisciplinary research be published, and how will choice of publication venues impact my hire-ability in a university setting (e.g., within or external to a discipline)?
• In a job interview, how do I describe the benefits and value of my interdisciplinary training to scholars entrenched in disciplinary knowledge bases?

Graybill and Shandas Stage 3: Adaptation
• How much should I introduce and promote my vision for interdisciplinarity in my new institution and/or department as an early career academic?
• Does my institution consider interdisciplinary research or pedagogy risky in the tenure process, and how much should I risk as a non-tenured faculty?
• Should new pedagogical techniques that incorporate interdisciplinarity be introduced while I am in a pre-tenure phase?
• How will I manage the time commitments to building new IDRP collaborations on my new campus, when my time is already apportioned by the university’s pre-existing expected research, teaching and service commitments?
• Am I conducting IDRP alone, or are there other faculty who share my commitment and interests on whom I can call?

Graybill and Shandas Stage 4: Protected Enthusiasm
• How should I best represent my dual identity as a disciplinarian and interdisciplinarian and my dual research agendas to internal and external reviewers for promotion…?
• What does my discipline/institution consider “risky” in the pre-tenure years (e.g., co-teaching across disciplines, conducting more interdisciplinary research than disciplinary research, publishing more co-authored interdisciplinary research than single-authored research)?
• How do I maintain enthusiasm for interdisciplinarity in my new institution when I may not be able to pursue it as I was trained as a doctoral student?
• Should I seek to build interdisciplinary bridges within my institution, or maintain them with collaborators trained as I was and who are likely external to my institution?
• How can I seek to challenge or change my institution’s views and practices of interdisciplinarity as an early career academic?