

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

- * Committee on Facilitating Interdisciplinary Research. (2004). *Facilitating Interdisciplinary Research*. Washington, D.C.: National Academies Press.
- * National Cancer Institute. *Team Science Toolkit*. www.teamsciencetoolkit.cancer.gov/

Klein, J.T. (2010). "Monitoring the Interdisciplinary Career." In *Creating Interdisciplinary Campus Cultures*. San Francisco: Jossey Bass and AACU. 127-51.

- Table 3.2: Facilitating Strategies and Mechanisms; Table 5.1: Faculty Development

Pfirman, S. and Martin, P. (2010). "Facilitating Interdisciplinary Scholars." In *Oxford Handbook of Interdisciplinarity*, ed. R. Frodeman, J.T. Klein, and C. Mitcham. Oxford: Oxford University Press. 387-403.

- Table 27.2: Positive and negative aspects of conducting ID research and education
- Table 27.3: Spectrum of institutional commitment, investment, and responsibility

See also: Pfirman, S., et al. (2011). *Interdisciplinary Hiring And Career Development: Guidance For Individuals and Institutions*. Washington, D.C.: National Council for Science and the Environment. NCSE@NCSEonline.org

- 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

Lyall, C., Bruce, A., Tait, J., and Meagher, L. (2011). *Interdisciplinary Research Journeys: Practical Strategies for Capturing Creativity*. London: Bloomsbury Academic

- Figure 6.1: Degree of interdisciplinary involvement [career models]
- Figure 6.2: Risks and benefits of interdisciplinarity, Implications for research careers
- Key Advice Boxes> 6.1: Understanding ID motivations, questions to ask yourself; 6.2: Career development scenarios; 6.3: reflection guide questions for an ID career

Evaluation

- Special issue on assessment of ID research. *Research Evaluation*. (2006), 15: S1–80.
- Klein, J.T. (2008). "Evaluation of Interdisciplinary and Transdisciplinary Research: A Literature Review." *American Journal of Preventive Medicine*, 35(2S): 116-23.
- 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>

Graybill, J. and Shandas, V. (2010). "Doctoral Student and Early Career Academic Perspectives." In *Oxford Handbook of Interdisciplinarity*, ed. R. Frodeman, J.T. Klein, and C. Mitcham. Oxford: Oxford University Press. 404-18

- 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 IDRPs 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 IDRPs 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?