Broad outline

• New initiative in Trinity Research Doctorate Award Scheme
• Building on experience of Kinsella, Prendergast Challenge-Based Schemes
• Group-based initiatives
  • Complex questions and challenges
  • Require multi- or interdisciplinary solutions
• Three awards available, each to provide fee and stipend for group of 4 PhD students
• Overall aim – to fund projects that will commence in March 2024
Broad outline

– Excellent, innovative cross-disciplinary/interdisciplinary projects
– Projects that tackle local, national and global challenges of significance
– **Can** be aligned with EU Horizon Europe’s *Global Challenges and Industrial Competitiveness* pillars (not a requirement)
  • Health
  • Culture, Creativity and Inclusive Society
  • Civil Security for Society
  • Digital, Industry and Space
  • Climate, Energy and Mobility
  • Food, Bioeconomy, Natural Resources, Agriculture and Environment
Funding objectives

• Support multi and interdisciplinary teams and build capacity
• Position teams to apply for future funding
• Support excellence in PhD development: for students and for staff
• Develop networks of PhD students to support multi- and interdisciplinary working but also transversal skill development
• To enhance our understanding of the unique challenges and benefits of multi- and interdisciplinary working for students and for staff
• To communicate the impact of multi- and interdisciplinary work internally and externally
Aims for this session

• Summarise the key elements of the scheme
• Bring people together and explore interest in brokerage events
• *Tips from the trenches?*
• Q&A opportunity
• [https://www.tcd.ie/graduatestudies/awards](https://www.tcd.ie/graduatestudies/awards)
Call Details

• pgrenewal@tcd.ie
• Three awards (each supporting 4 PhD students) will be made
• Start in March, 2024 – i.e., students to register in March 2024 (to be completed by March 2029)
• Declaration of intent: Friday June 2nd, 2023. ESSENTIAL step
• Full proposal: June 23rd, 2023 (via online application form)
• Award notification: September 29th, 2023
Team

Permanent or tenure track Trinity Professors, Associate Professors or Assistant Professors

Eligible to supervise PhD students
Team

• **Critical elements**

• At least three Schools, from at least two Faculties (1 PI, 3 Co-PIs)

• Lead PI: can only be named as lead PI on one application. Evidence of track record of experience leading a multi-/interdisciplinary team

• Balance in career stage and gender within the team

• Career stage: Assistant Professor with limited experience of PhD supervision

• Cohesive team: www.shapeidtoolkit.eu
Top Ten Tips for writing inter- and transdisciplinary research proposals from SHAPE-ID partner, Dr Isabel Fletcher

1. Remember your proposal will be read by a range of people, not just those within your research area: don't assume knowledge of your discipline – describe (concisely) why your research is important, innovative, impactful etc.

2. Don't just describe your proposal as interdisciplinary or transdisciplinary. Explain why an inter- or transdisciplinary approach is necessary to achieve the intended research outcomes.

3. Inter- and trans-disciplinary proposals may be evaluated by those with expertise in collaborative research rather than your discipline. Write clearly for a general reader – use the minimum of technical language and abbreviations and define specialist terms briefly when they are first used.

4. Collaboration and integration take many forms and work to achieve. Outline what kind(s) of collaboration/integration you envisage (theoretical, methodological, etc.) and the specific ways in which you hope to achieve this.
Other factors for consideration


- Research supervisor-student agreement

- Research supervision development programme

- Understanding the challenges and opportunities of working in multi- and interdisciplinary teams, with particular emphasis on the PhD student experience

- Annual reporting on research

- Engagement with TD&A to support future funding initiatives
Financial considerations

- Funding envelope: €25k stipend for 4 years, fee write-down
- 4 PhD students for 4 years of study
- Research team may implement co-funding initiatives
- No overhead and no additional bench costs or other costs can be supported through this scheme
Evaluation criteria

• Research design, method and feasibility (30)

• Research significance, impact, innovation and engagement (30)

• Interdisciplinary team: including expertise, diversity, balance, contribution of each discipline, and plans to build capacity and interdisciplinarity (20)

• PhD student experience: including capacity building as a multi/interdisciplinary group, supervision innovation (20)
Interdisciplinary doctoral research networks: enhancers and inhibitors of social capital development

Nicola Mountford, Matthew Coleman, Threase Kessie and Tara Cusack

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ABSTRACT
Interdisciplinary research networks are increasing, with professionals encouraged to undertake research across disciplines to increase innovation, creativity and knowledge. More recently, this interdisciplinary focus is being mirrored by the establishment of interdisciplinary doctoral research networks. But do these networks work? And if so, how and why? We employ social capital theory to (a) understand the lived experiences of students in interdisciplinary doctoral programmes and (b) build programme design theory to support the development of social capital within such programmes. We present the results of 28 semi-structured interviews conducted with doctoral students from three European Union funded interdisciplinary research training networks to understand how they perceive the enhancers, inhibitors and manifestations of social capital within their networks. Key themes revolve around ‘extracting value from the interdisciplinary process’, ‘motivating students throughout the interdisciplinary programme journey’, and ‘relating to others both within and external to the programme’. We propose a framework for interdisciplinary programme design.

KEYWORDS
Interdisciplinarity; doctoral education; social capital; interdisciplinary; study program; healthcare education and training

Student socialization in interdisciplinary doctoral education

Daniel Boden · Maura Borrego · Lynita K. Newswander

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Abstract Interdisciplinary approaches are often seen as necessary for attacking the most critical challenges facing the world today, and doctoral students and their training programs are recognized as central to increasing interdisciplinary research capacity. However, the traditional culture and organization of higher education are ill-equipped to facilitate interdisciplinary work. This study employs a lens of socialization to study the process through which students learn the norms, values, and culture of both traditional disciplines and integrated knowledge production. It concludes that many of the processes of socialization are similar, but that special attention should be paid to overcoming organizational barriers to interdisciplinarity related to policies, space, engagement with future employers, and open discussion of the politics of interdisciplinarity.

Keywords Interdisciplinary · Doctoral education · Graduate education · Socialization
Mountford et al., 2020

Figure 2. A framework for maximising social capital development in an interdisciplinary fourth level programme.
Review Process

1. External review
   1. Proposed reviewers
   2. Shortlisting (may be two phase)

2. Selection panel
   1. Final selection and notification
What we have learned...

1. Organizing talks or discussion seminars among the PIs to build improved understanding.

2. Different disciplines have different approaches and requirements for research, and it is necessary to be open.

3. Perspective on a research problem may change and may assume a different dimension influenced by the interaction.

4. It is important to provide an initial crystallization phase in these types of collaboration which is crucial for future development.
Questions?