I. INTERDISCIPLINARITY

A Definition: Committee on Facilitating Interdisciplinary Research (CFIR), NAS et al, 2005

- Interdisciplinary research (IDR) is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice.
  - from LJS Seminars: http://www.ljseminars.com/audience.htm

II. AUDIENCE(S)

A nalyses - Who are they? How many will be there?
U nderstanding - What is their knowledge of the subject?
D emographics - What is their age, sex, educational background?
I nterest - Why are they there? Who asked them to be there?
E nvironment - Where will I stand? Can they all see & hear me?
N eeds - What are their needs? What are your needs as the speaker?
C ustomized - What specific needs do you need to address?
E xpectations - What do they expect to learn or hear from you?


III. TALKING ABOUT YOU, YOUR RESEARCH, YOUR INTERDISCIPLINARITY

a) If you can draw it, you can talk it.
b) If you can analyze and audience it, you can pitch it.
c) If you can structure “yes, and” answers to key questions, you can discuss it.

a. Informal Conversations about Research

- Conversations with non-experts
- Poster Sessions
- Networking – grants
- Networking – collaborations
- Meetings of Academic/Industry/Governmental & Community Organizations
b. Formal Conversations about Research
   • Academic Conference Presentation
     o ID conference
     o Disciplinary Conference
       ▪ sponsored ID session
       ▪ mix of approaches
       ▪ discipline specific
   • Impromptu Talks – elevator, corridor, office
   • Formal Job Talks

c. Research Conversations in (and as) a Teaching Context
   • Explain to / Enact with students – ID majors, minors; non ID; disciplinary home
   • Diverse students affiliated with ID center/home
   • Guiding undergraduate research opportunities and graduate student research
   • Teaching through Impromptu and Formal Talks (your “distinctive pedagogy of interdisciplinary teaching” is on display in many interactions)
STAR Interview Technique

Use the STAR interview technique to paint a word picture of yourself to potential employers. The STAR technique works best for behavioral-based questions – which often start with “Tell me about a time when...” Sample behavioral-based questions are below.

STAR Method

**Situation:** Recently, I was part of a group project in my Organizational Communications class. We had an assignment to design an effective public relations campaign for a fictitious company.

**Task:** We chose to market a bank opening a new office in a small community. We had to come up with a marketing plan and media kit designed to introduce the company to its new community and to solicit new bank customers.

**Action:** As the project team leader, I set up an appointment with the Director of Marketing at XYZ Bank and got her insight on the project. After the meeting, I came up with a creative marketing plan, which was enthusiastically received by the other group members. I then assigned each group member a particular task, based on his or her area of expertise. For example, one member was responsible for writing a press release. I monitored the group’s progress to make sure we were meeting our deadlines and also put together a strong oral presentation to make to the class.

**Result:** The project was fun and allowed me to develop the management skills necessary to lead a very diverse group of 6 people. The most rewarding part was that our group received the highest marks in the class and the professor currently uses our project materials as an example in his classes.

Sample Behavioral-Based Questions

1. Tell me about a course, work experience, or extracurricular activity where another group member didn’t carry his/her weight. How did you handle the situation?

2. Give me a specific example of a time when you had to address an angry customer. What was the problem and what was the outcome? How would you assess your role in defusing the situation?

3. Tell me about a suggestion you made to improve the way job processes/operations worked.

4. Give me some examples that show you can adapt to a wide variety of people, situations, and/or environments.

5. Give me an example of a time when there was a decision to be made and procedures were not in place. What did you do?

6. Describe a time on any job that you’ve held in which you were faced with problems or stresses that tested your coping skills. What did you do?

7. Give an example of a time in which you had to keep from speaking or not finish a task because you did not have enough information to come to a good decision.
Reseacher Development Statement
The UK is committed to enhancing the higher-level capabilities of the UK workforce including the development of world-class researchers. Researchers are critical to economic success, addressing major global challenges, and building a leading knowledge economy.

The Researcher Development Statement (RDS) sets out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers.

The RDS is for policy makers and research organisations that provide personal, professional and career development for researchers in higher education.

The Researcher Development Statement is derived from the Researcher Development Framework (RDF), a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce, develop world-class researchers and build our research base.

The RDS and RDF will contribute to researcher training and development in the UK by providing a strategic statement (RDS) and operational framework (RDF) to support the implementation of the Concordat to Support the Career Development of Researchers\(^1\), the QAA Code of practice for research degree programmes\(^2\) and the 'Roberts'\(^3\) recommendations for postgraduate researchers and research staff.

The RDS is structured in four domains, which encompass what researchers need to know to do research, how to be effective in their approach to research, when working with others, and in contributing to the wider environment. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

<table>
<thead>
<tr>
<th>Domain A: Knowledge and intellectual abilities</th>
<th>Domain B: Personal effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>The knowledge, intellectual abilities and techniques to do research.</td>
<td>The personal qualities and approach needed to be an effective researcher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain C: Research governance and organisation</th>
<th>Domain D: Engagement, influence and impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The knowledge of the standards, requirements and professionalism to do research.</td>
<td>The knowledge and skills to work with others and ensure the wider impact of research.</td>
</tr>
</tbody>
</table>

The Researcher Development Statement is an evolution of the Research Councils' Joint Skills Statement (JSS) and replaces the JSS as the key reference statement for the development of postgraduate researchers' skills and attributes and researchers employed in higher education. All the skills and attributes of the JSS have been incorporated into the RDS and their distribution is identified in the table below. A two-way mapping of the RDS and the JSS is available on the RDF section of the Vitae website.

For more information and to comment on the Researcher Development Framework and associated Statement go to www.vitae.ac.uk/rdf

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1. [www.researchconcordat.ac.uk](http://www.researchconcordat.ac.uk)
2. [www.qaa.ac.uk](http://www.qaa.ac.uk)
EXPECT A VARIETY OF QUESTIONS

Search committee members will likely ask about your current research activities, future research plans, teaching, service, and personal characteristics. They are also likely to ask questions to assess your interest in and fit with their institution, department, and geographic region.

Current Research: You need to be able to discuss your research in 10 seconds and in 1, 10 & 30 minutes. You need to be able to discuss your work with professionals who have knowledge in your specialty and professionals who have knowledge in your field but not in your specialty.

- Tell us about your research.
- How did you choose your dissertation topic? Why does it interest you?
- How does your research contribute to the field?
- How does your research relate to the work of ____?
- What theoretical framework did you use in developing your research? Why?
- Why did you choose the specific method / instruments / sample / analytic technique?
- What are the strengths of your most recent work?
- If you could do your project again, what would you change?
- What do you most enjoy about the research process?
- How do you compensate for your research-related weaknesses?

Future Research: When interviewers ask about your future research plans, they want to make sure you are an emerging professional so it is important to answer such questions thoughtfully. Formulate a 1-2 year plan, 3-5 year plan, and 5-7 year plan. Think about future projects, publication and presentation outlets, potential funding sources, individuals (inside and outside the department) with whom to collaborate, and necessary space, equipment, and personnel.

- Tell us about your publication plans for your most recent work.
- Have you submitted your work for presentation at any conferences?
- What are your short-term research plans?
- What are your long-term research plans?
- What equipment will you need to accomplish your plans?
- Will you require research assistants?
- How will you find funding for your research plans?
- Are you expecting the department to provide lab start-up funds?
- What are your other research interests?
- How do you plan to involve students in your research?
- Do you see yourself doing collaborative research? What kind? With whom?

Teaching: Be prepared to answer questions about your teaching – no matter what type of institution is interviewing you. You’ll likely be asked about your past teaching experience and future teaching goals. Be ready to discuss how you can adapt what you learned from past teaching positions to future teaching experiences (especially if you’ll be teaching different grade levels or class sizes than before).

- How would you teach a course in ____?
- What texts would you choose for ____ course?
- Which of our existing courses are you most interested in teaching?
- What new courses are you interested in developing?
- What is your teaching philosophy?
- What teaching methods do you use?
- What constitutes a good teacher?
How do you define teaching effectiveness? How do you evaluate it?
What have you learned from your teaching evaluations?
How do student characteristics impact teaching and learning?
What do you most like about teaching?
What is your favorite teaching experience thus far?
In what ways do you still need to grow as a teacher?
What was your worst teaching mistake? What did you learn from it?
What is an ideal class size for you?
What is an ideal course load for you?
How does your research influence your teaching?
How do you think teaching undergrads is different than teaching grad students?
How is teaching majors different than teaching non-majors?
How do you evaluate student learning? What are your grading policies?
How do you use technology in your teaching?
How do you motivate/engage students?
How do you encourage critical thinking?

PREPARE QUESTIONS FOR THE INTERVIEWERS
Search committees are usually genuinely curious to know what questions you have for them. It is important to have questions prepared. Ask questions that demonstrate you have done your research on their department and school. Try to avoid questions about salary, retirement, and sensitive departmental politics.

Research:
What financial resources are available to start a research program?
Are funds available to hire research assistants to help with data collection and analysis?
How interested are students in becoming involved in research with faculty?
What are the expectations about new faculty securing outside funding?
What departmental funds are available for attending conferences?
What are the library resources like here?
Are their campus resources to assist with grant-writing?

Teaching:
Do professors have teaching assistants to help with grading?
Can I teach in the summer?
What is the course load the first year on the job, as compared to subsequent years?
What courses will I likely teach?
What technical support is available in classrooms?

University of Washington Career Services | Academic Careers: Interviews 12/2014
Job Market Mentor: The Interdisciplinary Ph.D.

February 23, 2015

Question: I am struggling to find the best fit on the academic job market, mainly because my interests have always been crossdisciplinary. So each job I apply for matches some of my interests and not others. I spend hours on applications trying to figure out how to fit myself into the position as posted. None ever really fit.

So I cast a very wide net, applying for some positions that are not necessarily a perfect fit but have at least some crossdisciplinary leanings, and other positions that fit one aspect of my interests. If fit is a difficult criteria for my search, is there a different strategy for me?

Your question resonates with me, in part because I work in an interdisciplinary department. I have gathered some good advice for you from interdisciplinary Ph.D.'s who were recently on the job market, but first, let me offer some suggestions, based on my experience as a director of graduate studies, placement officer, and adviser.

- **Use the lingo.** Describe yourself using the traditional organization of disciplines and research fields. Even if you reject the standard taxonomy, refer to it so that employers can quickly and easily understand who you are and what you do. For example, if one of my department’s public-policy Ph.D.'s was interviewing with an economics department, she might explain that she has taken the doctoral courses in microeconomics and econometrics, but not those in macroeconomics. Likewise, clearly state your fields of research. For instance, if your research is in the area of "health economics," say that, even if your Ph.D. isn't in economics. You can also help employers understand the cross-cutting nature of your work by appealing to a Venn diagram of traditional fields: “My work is at the intersection of fields X and Y.”

- **Be realistic.** Disciplinary departments prefer to hire people with Ph.D.'s in that same discipline. For such a department to hire an interdisciplinary Ph.D. is the exception not the rule. Apply and make your case carefully, but be aware that the odds are not in your favor.

- **Think broadly.** That's true for all candidates but those with interdisciplinary doctorates need to be especially entrepreneurial. In the academic sector, consider not only tenure-track jobs but also postdoctoral fellowships, research associateships, and even staff positions in libraries and statistical consulting units. In the private sector, consider positions in hospital systems, publishing houses, and software companies. Investigate opportunities in every level of government.

- **Publications are the best credentials for an interdisciplinary Ph.D.** Want to prove you're a demographer? Then publish in demography journals. If you consistently publish in the journals of a field, you've proven that you're part of that field. This takes time to accomplish, but even if you have just one forthcoming journal article when you're on the market that is credible evidence that you are part of that journal's field.

- **Be optimistic.** There are many examples of successful academics with interdisciplinary Ph.D.'s, and many interdisciplinary programs with very strong placement records, far more than there were 20 years ago.
Because there's no substitute for the wisdom gleaned from firsthand experience, I contacted a variety of scholars to ask what tips they would give job candidates. You may want to focus on the advice from those whose training or career path is the closest match to your own interests. All of the following people have interdisciplinary Ph.D.'s.

From a faculty member in the humanities at a liberal-arts college:

- "On the market, you should emphasize any master's degree, research experience, or teaching experience in a discipline that coincides with the job you're trying to get. I described my dissertation differently (though still truthfully, of course) depending on what position I was applying for. Basically you have to put in the time in to tailor each cover letter and CV to the specific job."
- "My advice for people not yet on the market is to get discipline-specific experience in ALL of the areas where you might want to find a job. This can consist of adjuncting in a particular department, being active in a discipline-specific professional society, or research positions."
- "A warning: You may face similar challenges at your future job. For example, there may be confusion about what courses you can teach, in what journals you should publish, and in which professional organizations you should be active."

From a professor in the social sciences at a research university:

- "Embrace having an interdisciplinary degree and project confidence about it. You chose that degree for a reason -- focus on what that reason was and try to recapture your excitement about it. Practice a short "elevator speech" describing the benefits of your degree, why you chose it, and why it is a great fit for that employer."
- "The list of places one will apply is going to be smaller for someone with an interdisciplinary degree. So, you might see your grad-school friends applying to 200 places, and you are only applying to 50, and that might feel uncomfortable. But that's OK. There are fewer places that are a good fit for an interdisciplinary person."

From Robert K. Nelson, who earned a Ph.D. in American studies from the College of William & Mary and is now director of the Digital Scholarship Lab at the University of Richmond:

- "In the humanities market, almost any job is going to attract a wealth of strong candidates, so getting the job requires a bit of luck. (I certainly feel lucky.) In many cases, not being a perfect fit probably works to a candidate's detriment, but in some, I'm sure it helps distinguish a candidate as noteworthy and particularly interesting."
- "Be open to what have been termed "alt-ac" jobs -- academic positions, like mine, that aren't located in departments, usually aren't tenure-eligible, but are inter-, cross-, or extra-disciplinary in nature. These kinds of jobs might not be of interest if you enjoy teaching more than anything else or are set on securing the status, academic freedom, and job security that tenure provides. But often they're a good fit for people engaged with multiple disciplines."

From Sarah Gollust, who earned a Ph.D. in health services organization and policy at the University of Michigan and is an assistant professor of public health at the University of Minnesota:
• "Being on the job market as an interdisciplinary applicant can be disheartening. First, you see all these postings in disciplines that might as well have a giant red warning label that says "You! Yes you, interdisciplinary scholar! You needn't apply!" Second, you likely have been trained by people affiliated with classic disciplines (sociologists, economists) and wonder how on earth you are going to get a job if even the faculty in your own department don't have interdisciplinary degrees. Third, you have to work harder on the job market because you can't send out generic cover letters."
• "Solicit help from your letter writers and choose those people carefully. For example, I trained in health policy and positioned myself as a part-sociologist, part-political scientist, focusing on the politics of health policy and the social construction of health-policy issues, so I made sure my letter writers encompassed health policy, sociology, and political science."
• Describe your research methods. Interdisciplinary researchers likely use a range of methods, which can be desirable for departments looking to fill teaching positions in research methods or for advising different types of students."

From Ezra Golberstein, who earned a Ph.D. in health services organization and policy at the University of Michigan and is an assistant professor of public health at the University of Minnesota:

• "One strategy is to move yourself as close to a particular discipline as possible to make yourself easier to define (this is the strategy I embraced). This can be tough to do, but in the best case scenario you can have nearly all the skills of someone from a traditional disciplinary program, plus some added, valuable, skills (e.g., understanding other disciplinary approaches to your topic area, using a broader set of methods, understanding public policy). The downside risk is that if you don't do this well, you can just be seen as being 'discipline-lite.'"
• "The other approach is to market yourself around a particular substantive area, such that you are The Person who studies your area. I have seen some success stories here, but there is also a risk [of being too narrow]."

Next is some advice from two scholars with interdisciplinary Ph.D.'s who were hired by traditional departments. Not surprisingly, their studies and research were closely aligned with the discipline in which they were hired.

From Stefanie DeLuca, who earned a Ph.D. in human development and social policy from Northwestern University and is now an associate professor of sociology at the Johns Hopkins University:

• "I always had an affinity for sociology, and when I came to [Northwestern], I worked with Jim Rosenbaum, who was a nationally recognized sociologist of education. While I did all of the interdisciplinary coursework and reading, I made sure to publish in a few sociology journals and I religiously presented at and attended every single conference of the American Sociological Association and the American Educational Research Association."
• "The presenting and networking at disciplinary conferences and publishing in disciplinary journals made a big difference for my credibility as a sociologist. In fact, when I gave my job talk, the chair of the department said, 'She doesn't have a Ph.D. in sociology, but looking at her vitae and articles, if it walks like a duck.' True story!"
From Joshua Price, who earned a Ph.D. in policy analysis and management at Cornell University and is an assistant professor of economics at Southern Utah University:

- "I really thought an economics department would be best for me, and my advisers were encouraging. This optimism was not felt by all; in a department mock interview, I was told by a faculty member that there was no chance an economics department would hire me. After overcoming the devastation, I realized that I really had to understand how my background would make me successful in an economics department and how to communicate that."

- "An overwhelming majority of the interviews that I received were in economics departments. Every single one of them asked a variant of the question of: How does a policy background qualify you to be in an economics department? I had practiced an answer but, more important, I really believed it -- that my background would improve my research and make me a better colleague."

- "Don't be surprised if people outside your area turn out to be great mentors and colleagues."

Whether you decide to market yourself as a close substitute for a disciplinary Ph.D., as someone working across multiple fields, or even as someone who is creating a new field, the consistent advice seems to be: (1) Clearly define yourself; (2) Have credible supporting evidence in the form of advisers, courses taken and taught, and conference presentations and publications; and (3) Explain how you will fit with that particular employer.

John Cawley is a professor in the department of policy analysis and management, and in the economics department at Cornell University. Find him on Twitter as @JobMarketMentor.
How to Write a Research Statement

By Morton Ann Gernsbacher and Patricia G. Devine

Task #1: Understand the Purpose of the Research Statement

The primary mistake people make when writing a research statement is that they fail to appreciate its purpose. The purpose isn't simply to list and briefly describe all the projects that you've completed, as though you're a museum docent and your research publications are the exhibits. "Here, we see a pen and watercolor self-portrait of the artist. This painting is the earliest known likeness of the artist. It captures the artist's melancholic temperament ... Next, we see a steel engraving. This engraving has appeared in almost every illustrated publication of Mary Shelley's *Frankenstein* and has also appeared as the television studio back-drop for the ..."

Similar to touring through a museum, we've read through research statements that narrate a researcher's projects: "My dissertation examined the ways in which preschool-age children's memory for a novel event was shaped by the verbal dialogue they shared with trained experimenters. The focus was on the important use of what we call elaborative conversational techniques ... I have recently launched another project that represents my continued commitment to experimental methods and is yet another extension of the ways in which we can explore the role of conversational engagement during novel events ... In addition to my current experimental work, I am also involved in a large-scale collaborative longitudinal project ..."

Treating your research statement as though it's a narrated walk through your vita does let you describe each of your projects (or publications). But the format is boring, and the statement doesn't tell us much more than if we had the abstracts of each of your papers. Most problematic, treating your research statement as though it's a narrated walk through your vita misses the primary purpose of the research statement, which is to make a persuasive case about the importance of your completed work and the excitement of your future trajectory.

Writing a persuasive case about your research means setting the stage for why the questions you are investigating are important. Writing a persuasive case about your research means engaging your audience so that they want to learn more about the answers you are discovering. How do you do that? You do that by crafting a coherent story.

Task #2: Tell a Story

Surpass the narrated-vita format and use either an Op-Ed format or a Detective Story format. The Op-Ed format is your basic five-paragraph persuasive essay format:

First paragraph (introduction):

- broad sentence or two introducing your research topic;
- thesis sentence, the position you want to prove (e.g., my research is important); and
- organization sentence that briefly overviews your three bodies of evidence (e.g., my research is important because a, b, and c).

Second, third, and fourth paragraphs (each covering a body of evidence that will prove your position):

- topic sentence (about one body of evidence);
- fact to support claim in topic sentence;
- another fact to support claim in topic sentence;
- another fact to support claim in topic sentence; and
- analysis/transition sentence.

Fifth paragraph (synopsis and conclusion):

- sentence that restates your thesis (e.g., my research is important);
- three sentences that restate your topic sentences from second, third, and fourth paragraph (e.g., my research is important because a, b, and c); and
- analysis/conclusion sentence.

Although the five-paragraph persuasive essay format feels formulaic, it works. It's used in just about every successful op-ed ever published. And like all good recipes, it can be doubled. Want a 10-paragraph, rather than five-paragraph research statement? Double the amount of each component. Take two paragraphs to introduce the point you're going to prove. Take two paragraphs to synthesize and conclude. And in the middle, either raise six points of evidence, with a paragraph for each, or take two paragraphs to supply evidence for each of three points. The op-ed format works incredibly well for writing persuasive essays, which is what your research statement should be.

The Detective Story format is more difficult to write, but it's more enjoyable to read. Whereas the op-ed format works off
deductive reasoning, the Detective Story format works off inductive reasoning. The Detective Story does not start with your thesis statement ("hire/promote/award/honor me because I'm a talented developmental/cognitive/social/clinical/biological/perception psychologist"). Rather, the Detective Story starts with your broad, overarching research question. For example, how do babies learn their native languages? How do we remember autobiographical information? Why do we favor people who are most similar to ourselves? How do we perceive depth? What's the best way to treat depression? How does the stress we experience every day affect our long-term health?

Because it's your research statement, you can personalize that overarching question. A great example of a personalized overarching question occurs in the opening paragraph of George Miller's (1956) article, "The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information."

*My problem is that I have been persecuted by an integer. For seven years this number has followed me around, has intruded in my most private data, and has assaulted me from the pages of our most public journals. This number assumes a variety of disguises, being sometimes a little larger and sometimes a little smaller than usual, but never changing so much as to be recognizable. The persistence with which this number haunts me is far more than a random accident. It is, to quote a famous senator, a design behind it, some basic pattern governing its appearances. Either there really is something unusual about the number or else I am suffering from delusions of persecution."

I shall begin my case history by telling you about some experiments that tested how accurately people can assign numbers to the magnitude of various aspects of a stimulus. ...

In case you think the above opening was to a newsletter piece or some other low-visibility outlet, it wasn't. Those opening paragraphs are from a *Psych Review* article, which has been cited nearly 16,000 times. Science can be personalized. Another example of using the Detective Story format, which opens with your broad research question and personalizes it, is the opening paragraph of a research statement from a chemist:

*I became interested in inorganic chemistry because of one element: Boron. The cage structures and complexity of boron hydrides have fascinated me for over 40 years — and me for more than a decade. Boron is only one element away from carbon, yet its reactivity is dramatically different. I research why."

When truest to the genre of Detective Story format, the full answer to your introductory question won't be available until the end of your statement — just like a reader doesn't know who did it until the last chapter of a mystery. Along the way, clues to the answer are provided, and false leads are ruled out, which keeps readers turning the pages. In the same way, writing your research statement in the Detective Story format will keep members of the hiring committee, the review committee, and the awards panel reading until the last paragraph.

**Task #3: Envision Each Audience**

The second mistake people make when writing their research statements is that they write for the specialist, as though they're talking to another member of their lab. But in most cases, the audience for your research statement won't be well-informed specialists. Therefore, you need to convey the importance of your work and the contribution of your research without getting bogged down in jargon. Some details are important, but an intelligent reader outside your area of study should be able to understand every word of your research statement.

Because research statements are most often included in academic job applications, tenure and promotion evaluations, and award nominations, we'll talk about how to envision the audiences for each of these contexts.

**Job Applications.** Even in the largest department, it's doubtful that more than a couple of people will know the intricacies of your research area as well as you do. And those two or three people are unlikely to have carte blanche authority on hiring. Rather, in most departments, the decision is made by the entire department. In smaller departments, there's probably no one else in your research area; that's why they have a search going on. Therefore, the target audience for your research statement in a job application comprises other psychologists, but not psychologists who study what you study (the way you study it).

Envision this target audience explicitly. Think of one of your graduate students or post docs who's in another area (e.g., if you're in developmental, think of your friend in biological). Envision what that person will — and won't — know about the questions you're asking in your research, the methods you're using, the statistics you're employing, and — most importantly — the jargon that you usually use to describe all of this. Write your research statement so that this graduate student or post doc in another area in psychology will not only understand your research statement, but also find your work interesting and exciting.

**Tenure Review.** During the tenure review process, your research statement will have two target audiences: members of your department and, if your tenure case receives a positive vote in the department, members of the university at large. For envisioning the first audience, follow the advice given above for writing a research statement for a job application. Think of one of your departmental colleagues in another area (e.g., if you're in developmental, think of your friend in biological). Write in such a way that the colleague in another area in psychology will understand every word — and find the work interesting. (This advice also applies to writing research statements for annual reviews, for which the review is conducted in the department and usually by all members of the department.)

For the second stage of the tenure process, when your research statement is read by members of the university at large, you're going to have to scale it down a notch. (And yes, we are suggesting that you write two different statements: one for your department's review and one for the university's review, because the audiences differ. And you should always write with an explicit target audience in mind.) For the audience that comprises the entire university, envision a faculty friend in another department. Think political science or economics or sociology, because your statement will be read by political scientists, economists, and sociologists. It's an art to hit the perfect pitch of being understood by such a wide range of scholars without being trivial, but it's achievable.

**Award Nominations.** Members of award selection committees are unlikely to be specialists in your immediate field. Depending
on the award, they might not even be members of your discipline. Find out the typical constitution of the selection committee for each award nomination you submit, and tailor your statement accordingly.

**Task #4: Be Staccato**

When writing a research statement, many people go on for far too long. Consider three pages a maximum, and aim for two. Use subheadings to help break up the wall of text. You might also embed a well-designed figure or graph, if it will help you make a point. (If so, use wrap-around text, and make sure that your figure has its axes labeled.)

And don’t use those undergraduate tricks of trying to cram more in by reducing the margins or the font size. Undoubtedly, most of the people reading your research statement will be older than you, and we old folks don’t like reading small fonts. It makes us crabby, and that’s the last thing you want us to be when we’re reading your research statement.

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