

Hall, K.L., Stokols, D., Moser, R., Thornquist, M., Taylor, B., & Nebeling, L. (2008). The Collaboration Readiness of Transdisciplinary Research Teams and Centers: Findings from the National Cancer Institute TREC Year-One Evaluation Study. *American Journal of Preventive Medicine*, 35, 2, S161-S172.

**TREC**  
*Transdisciplinary Research in Energetics and Cancer*

Evaluation of Pilot Project Proposals

Proposal #
Initials:

**Instructions:** Complete for each proposal. For each row in which you enter a response, write the row number in the proposal margin next to text supporting your response.

I. Indicate all TREC centers named in the proposal as participating in the project:

		Center
1.	<input type="checkbox"/>	Case Western Reserve University
2.	<input type="checkbox"/>	Fred Hutchinson Cancer Research Center
3.	<input type="checkbox"/>	University of Minnesota
4.	<input type="checkbox"/>	University of Southern California
5.	<input type="checkbox"/>	TREC Coordination Center (FHCRC-CC)

II. Enter all researchers named in the proposal as participating in the project as well as their research institution and their primary, and - if available - secondary and tertiary disciplines. *Select disciplines from list in Section IV, if possible:*

	A. Researcher Name	B. Department & Institution	C. 1° Discipline	D. 2° Discipline	E. 3° Discipline
6.					
7.					
8.					
9.					
10.					

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	A. Researcher Name	B. Department & Institution	C. 1° Discipline	D. 2° Discipline	E. 3° Discipline
11.					
12.					

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- III. Indicate all **disciplines represented in the proposal** by marking the numbered checkboxes at the left side of the table below. Consider a discipline represented if it is mentioned as part of the project or is implied in the project description.
- IV. For each discipline represented in the proposal, indicate all **levels of analysis** mentioned or implied as part of the project background, data collection, intervention, or analysis.

		A.	B.	C.	D.	E.	F.	G.
		Molecular & Cellular	Individual	Group & Interpersonal	Organizational & Institutional	Community & Regional	Societal & National	Global
13.	<input type="checkbox"/> Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/> Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/> City, Regional, & Urban Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/> Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/> Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/> Epidemiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/> Genetics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/> Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/> Health Behavior & Health Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/> Medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/> Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/> Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/> Physiology & Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/> Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/> Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/> Sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/> Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/> Other #1 (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/> Other #2 (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: The unit of analysis is a major entity analyzed in a study and should correspond to the level of the major findings and generalizations.

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V. Indicate all **methods of analysis** mentioned or implied as part of the project background, data collection, intervention, or analysis (select all that apply):

		Qualitative		Quantitative	
		A. Laboratory	B. Field observation	C. Laboratory	D. Field observation
32.	<b>Experiment</b> (random assignment to conditions created by variable manipulation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	<b>Quasi-experiment</b> (use naturally-occurring variables for nonrandom assignment to groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	<b>Nonexperiment</b> (observe without manipulation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Indicate your subjective rating of the proposal regarding its **type** of cross-disciplinary integration (select one):

Type	Definition of cross-disciplinary integration type	Example of cross-disciplinary integration type
<input type="checkbox"/> (1) Unidisciplinary	<b>Unidisciplinarity</b> is a process in which researchers from a <i>single discipline</i> work together to address a common research problem.	A team of pharmacologists collaborate on a laboratory study of the relationships between nicotine consumption and insulin metabolism.
<input type="checkbox"/> (2) Multidisciplinary	<b>Multidisciplinarity</b> is a <i>sequential</i> process whereby researchers in different disciplines work <i>independently</i> , each from his or her own discipline-specific perspective, with a goal of eventually combining efforts to address a common research problem.	A pharmacologist, health psychologist, and neuroscientist each contribute sections to a multi-authored manuscript that reviews research in their respective fields pertaining to the links between nicotine consumption, changes in brain chemistry and caloric intake induced by nicotine, and physical activity levels.
<input type="checkbox"/> (3) Interdisciplinary	<b>Interdisciplinarity</b> is an <i>interactive</i> process in which researchers work <i>jointly</i> , each drawing from his or her own discipline-specific perspective, to address a common research problem.	A pharmacologist, health psychologist, and neuroscientist conduct a collaborative study to examine the interrelations between patterns of nicotine consumption, brain chemistry, caloric intake, and physical activity levels. Their research design incorporates conceptual and methodological approaches drawn from each of their respective fields.
<input type="checkbox"/> (4) Transdisciplinary	<b>Transdisciplinarity</b> is an <i>integrative</i> process by which researchers work jointly to develop and use a shared conceptual framework that <i>synthesizes and extends</i> discipline-specific theories, concepts, and/or methods to create <i>new</i> models and language to address a common research problem.	A pharmacologist, health psychologist, and neuroscientist conduct a collaborative study to examine the interrelations between nicotine consumption, brain chemistry, caloric intake, and physical activity levels. Based on their discussions, they develop a neurobehavioral model of the links between tobacco consumption, brain chemistry, insulin metabolism, physical activity, and obesity that integrates and extends the concepts and methods drawn from their respective fields.

VII. Indicate your overall subjective rating of the proposal regarding the **scope of transdisciplinary integration**. In other words, indicate the breadth or extent to which there is integration of analytic levels, analytic methods, and discipline-specific concepts (circle one number):

36.	1	2	3	4	5	6	7	8	9	10
	None				Moderate					Substantial

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VIII. Indicate your overall subjective rating of the **general scope of proposal**. In other words, indicate the breadth or extent to which there is inclusion of various disciplines represented in the proposal, investigators from different disciplines, analytic levels, and analytic methods (circle one number):

37.

1	2	3	4	5	6	7	8	9	10
None			Moderate				Substantial		