Disis, M., Slattery, J. (2010). The road we must take: Multidisciplinary team science. Science Translational Medicine. 22:2, 22-31.

In the article "The road we must take: Multidisciplinary team science," Disis and Slattery (2010) delve into the complexities and necessities of multidisciplinary research, particularly within the realm of translational research. They argue that tackling our society's most daunting health care challenges requires the collective efforts of diverse, well-coordinated research teams, rather than isolated collaborative attempts. This perspective underscores the importance of "team science," a concept that resonates with our efforts to address the Grand Challenges for Idaho at Boise State University.

The authors emphasize the value of diversity in research teams, proposing that multidisciplinary teams are more likely to drive innovation. They suggest that such teams possess a robust knowledge base, extended networks, and are more prone to dynamic, connective thinking, leading to radical innovations. This aligns with our initiative's emphasis on diversity, as we consider researchers from various departments to embody different educational and experiential backgrounds, fostering a rich environment for problem-solving.

Leadership plays a pivotal role in the success of these teams, with transformational leaders being essential for motivating, moderating, and mentoring diverse groups. The idea that team members may assume leadership roles as projects evolve aligns with our approach, where all members are potential leaders and active participants in leadership training, contributing to the project's adaptability and success.

Mentorship is highlighted as a crucial factor for team progression. In analyzing mentorship and advice networks, we aim to understand how these dynamics contribute to the overall success and sustainability of research teams. Disis and Slattery (2010) also touch on the importance of organizational support in team development, echoing our investigation into how the Grand Challenges initiative allocates resources and whether this promotes equity among faculty members.

The authors call for strategic planning and incentives for team science, suggesting that participation and performance in teams should be recognized and rewarded. This notion informs our research's objective to assess whether involvement in the Grand Challenges enhances individual faculty members' creative output and career advancement.

Lastly, the concept of team learning is explored as a means to foster trust and intimacy within teams. The emphasis on personal relationships and mutual understanding among team members supports our study of personal networks. As Disis and Slattery (2010) note, the path to effective collaboration often lies in the informal, interpersonal connections that develop over shared experiences, such as lunchtime conversations.

Overall, Disis and Slattery (2010) provide a compelling argument for the necessity of multidisciplinary team science in advancing health research. Their insights into the mechanisms that facilitate successful team dynamics offer valuable guidance for our own research into fostering interdisciplinary collaboration and enhancing scientific productivity at Boise State University.