Water Diplomacy: An Experiment in Interdisciplinary Education

Saturday, May 13, 2017
Tufts University, Water Diplomacy Roundtable
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The way we think an interdisciplinary graduate program should play out…
They way it really works…

- Field experience
- New advisor
- New ideas
- Thesis idea
- New advisor
- Time
- Acceptance
- Courses
- Thesis idea
- Job offer
- Qualifying exam
- Conference
- Chapter
- Chapter
- Internship
- Field work
- Big new thesis idea
- OUTCOME
- Time
- Intresting course
- Lifetime
- New ideas
- Chapter
- Thesis idea
- New advisor
- New advisor
- New advisor
TRIPLE LOOP LEARNING

What underpins and guides our thinking, learning and adaptation?

DOUBLE LOOP LEARNING

Are we focused on the right issues that will transform water diplomacy?

GUIDING QUESTION

How do we See our Seeing?
How do we establish “Rightness”?

SINGLE LOOP LEARNING

Did we attract good students
And are they graduating?

GUIDING QUESTION

Are we doing the right things?

Are we doing things right?

Values, Principles that underpin behavior

CRITICAL VALUES

PATTERNS POWER EXPERTISE LEGITIMACY WORLDVIEWS

INTRINSIC VALUES

RELEVANCE EFFECTIVENESS

3 Modes of Integrated Learning

Campaign  efficiency  Goals
What does it all mean and when does it happen?

- Disciplinary
- Multidisciplinary
- Interdisciplinary
- Transdisciplinary/Consilience
What does it all mean and when does it happen?

- Disciplinary
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Principled Pragmatists
Leaders of the future will require:

- In-depth knowledge of at least one academic discipline (the depth)

- Integrating knowledge, skills and values (the breadth) that enable productive engagement with
  - Complex systems
  - Wide range of stakeholders
  - Interdisciplinary teams
TRANSFORMATIVE LEADERS MUST HAVE BREADTH
A water diplomat facilitates the process of resolving water conflicts by finding creative sustainable options that improve mutual gains.
The “T” Exercise

- Divide intellectual focus of your career into 20 “Blocks”
- As you enter the program allocate what you consider to be your current breadth and depth – with an assumption there will be blocks left over
- Define how this relationship will develop over the next 2 years as part of the IGERT – with an assumption there will be blocks left over
- Define how this relationship will look in 5-10 years post PhD – with the assumption that all blocks are used
The Data: How we see their “T”
<table>
<thead>
<tr>
<th></th>
<th>Now</th>
<th>2 Yrs</th>
<th>5-10 Yrs (Post PhD)</th>
<th>Δ H/V (IGERT Program)</th>
<th>Δ H/V (Post Ph.D)</th>
<th>Target Growth</th>
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The chart shows the distribution of resources across different time periods and categories.
THE IMAGES: HOW THEY SEE THEIR “T”
5-10 yrs.
(After grad.)

120
SB

"T" model

Frequency distribution model
Andy T.'s Model T

Now

Unplated

2 yrs.

5-10 yrs post PhD

Full Potential
PRESENT

2 YEARS

5 - 10 years