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## 2015 UTEP Interdisciplinary Research (IDR) Symposium: STRATEGIES FOR ENABLING INTERDISCIPLINARY RESEARCH

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**Keynote Speaker, Dr. Maura Borrego**  
**Tuesday, March 24<sup>th</sup>**

### **Abstract:**

Drawing on research and personal experience, Dr. Borrego will help participants think about what they can do to support interdisciplinary research and interdisciplinary graduate training at UTEP. First, we will elaborate on the skills needed to be a successful interdisciplinary researcher and strategies for training graduate students in interdisciplinary research. Then, we will discuss institutional and organizational structures that support or hinder interdisciplinary research. Finally, we will end with recommendations and resources targeted to university administrators, faculty members, and graduate students.

### **Biography:**



Dr. Maura Borrego is an Associate Professor of Mechanical Engineering and Curriculum & Instruction at the University of Texas at Austin. She previously served as a Program Director at the National Science Foundation and an associate dean and director of interdisciplinary graduate programs. Her research awards include U.S. Presidential Early Career Award for Scientists and Engineers (PECASE), a National Science Foundation CAREER award, and two outstanding publication awards from the American Educational Research Association for her journal articles. Dr. Borrego is an Associate Editor for *Journal of Engineering Education* and serves on the board of the American Society for Engineering Education as Vice President for Professional Interest Councils and Chair of Professional Interest Council IV. All of Dr. Borrego's degrees are in Materials Science and Engineering. Her M.S. and Ph.D. are from Stanford University, and her B.S. is from University of Wisconsin-Madison. Dr. Borrego specializes in engineering education. She has been awarded National Science Foundation grants to study factors that support successful transfer of Hispanic engineering students from 2-year to 4-year institutions, engineering undergraduate student resistance to active learning, how engineering instructors make decisions about their teaching, learning in graduate engineering research groups, interdisciplinary education and teamwork.