

2015 ASHA Pathways Conference

Developing a Five-Year Plan and Meeting Your Research Milestones

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Basic Questions to Be Addressed

1. What is a research plan?
2. Why do I need to write a research plan?
 - What is the evidence for its value?
 - What purposes does it serve?
3. Why 5 years?
 - Is 5-year planning useful and realistic?
 - What if unexpected events change my plan?
4. How do I go about writing a plan?

What is a Research Plan?

- A personalized map that relates projects to goals and a professional timeline
- Should be revisited, re-evaluated and revised at least annually
- Can be designed with the help of a mentor or colleague
- Can serve multiple purposes, with length and detail adjusted to each purpose



<https://www.interaction-design.org/ux-daily/224/a-one-page-user-research-plan>

Why Create a Research Plan?

- Define your research vision
 - What do you want to accomplish and contribute?
- Demonstrate your independent thinking & creativity
- Learn to realistically gauge how long it takes to achieve each goal
 - Nearly everything research-related will take longer than you anticipate
 - Be honest with yourself re: the role of research in your life vs. all of life's other opportunities

Research Planning vs. Getting Sidetracked



<http://www.compassonline.org.uk/publications/all-on-board/>

- More opportunities will arise than you anticipate
 - It is tempting to say “yes” to some (or all) of them!
- Talk with a mentor and review your research plan before saying “yes”
 - *“Let me check with my mentor and see how this fits in with my research plan”*
- Develop the crucial skill of saying “NO”
 - Easier to do if you have a plan with timelines
 - *Will saying yes interfere with my timelines?*

What Evidence Supports Research Planning?



<http://mrspal.org/tag/here-and-there/>

- “A recent analysis found that postdoctoral scholars who developed a written plan with their postdoctoral advisers were much more productive than those who didn't”
 - http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2008_10_10/caredit.a0800148
- Your performance during a postdoc and the first 6 years in a tenure-track position -- and the decisions you make during this time -- establish the foundation for the rest of your professional life (same ref as above)

Research Plan and Productivity

Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort.” – Paul J. Meyer

Research Plan and Productivity

- Postdoctoral scholars who developed written productivity expectations with their advisers were more productive than those who didn't.
 - **23%** more papers submitted to peer-reviewed journals
 - **30%** more first-author papers
 - **25%** more grant proposals



<http://activateyourstrengths.com/achievers-ers-every-day/>

[G. Davis. 2005. Improving the postdoctoral experience: an empirical approach. *The science and engineering workforce in the U.S. R.* Freeman and D. Goroff, Eds. NBER/University of Chicago Press.]

Why 5 Years?

1. Common length of a graduate program
2. A typical duration for a research plan in job applications
3. Common length of R01s (and some K awards)
4. Very often, the essential period in which to build credentials for a tenure decision.
5. But, most of all, a period long enough to build a program of research but short enough to deal with changing circumstances and opportunities

What Should a 5-year Research Plan Include?







Research

What Should a 5-year Research Plan Include?



Grants



Research



Publications



Teaching

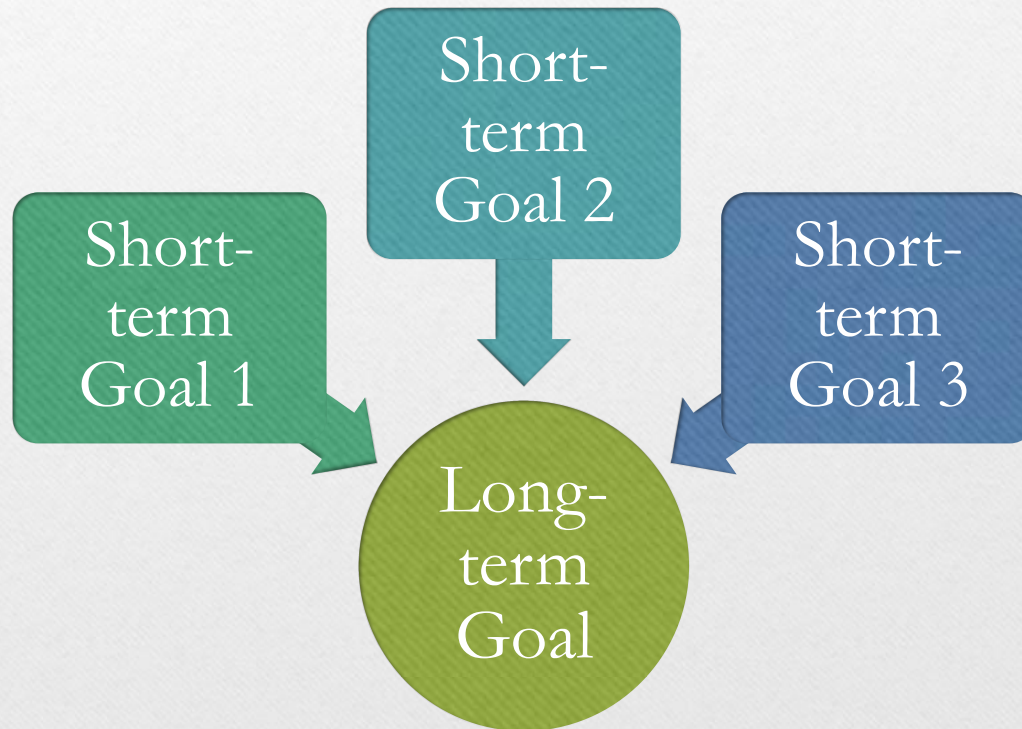


Service

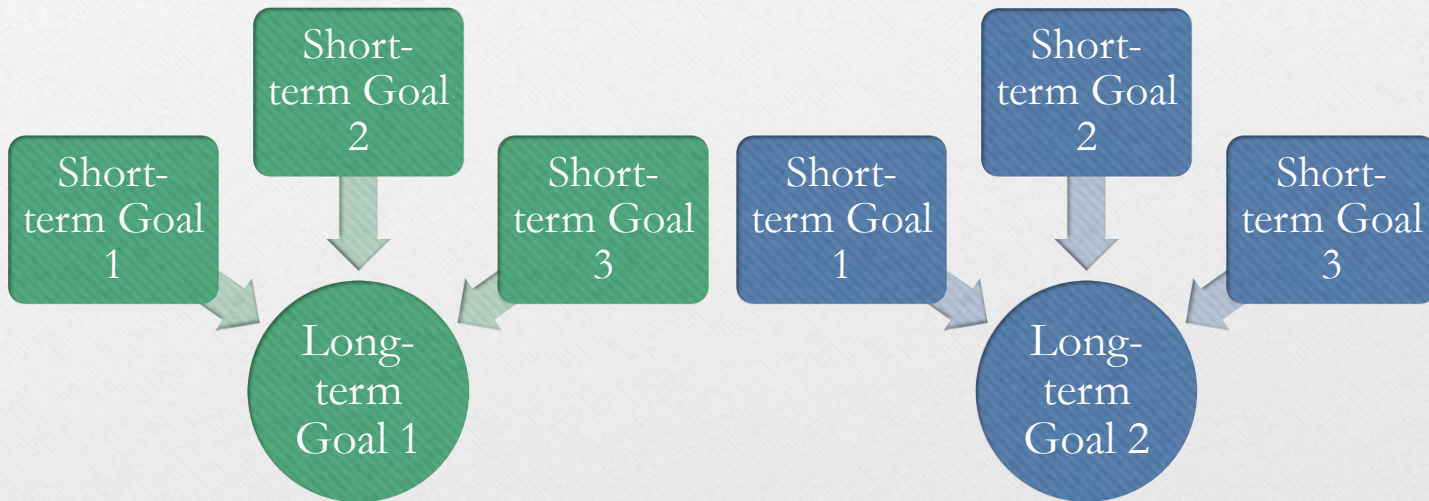
Research

- Define your long-term goals
- Determine steps to achieve goals
- Decide where to start and what is reasonable to achieve in a 5-year period

What are my research goals?



What are my research goals?



Risk Management in a Research Plan

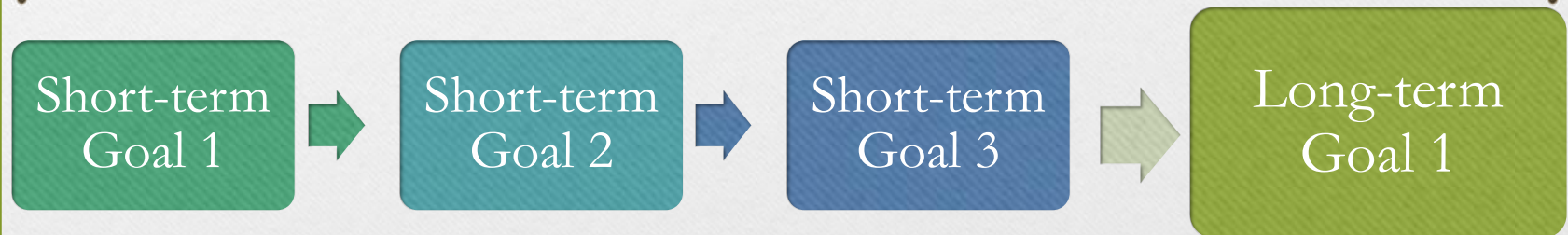
(Kent, 2014)



- Back burner: Higher risk projects that have potential for important discoveries and new directions of research
- Front burner: Lower risk projects that are central to the current goals of the research plan

What's the best strategy for reaching my goals?

- Work on short-term goals sequentially

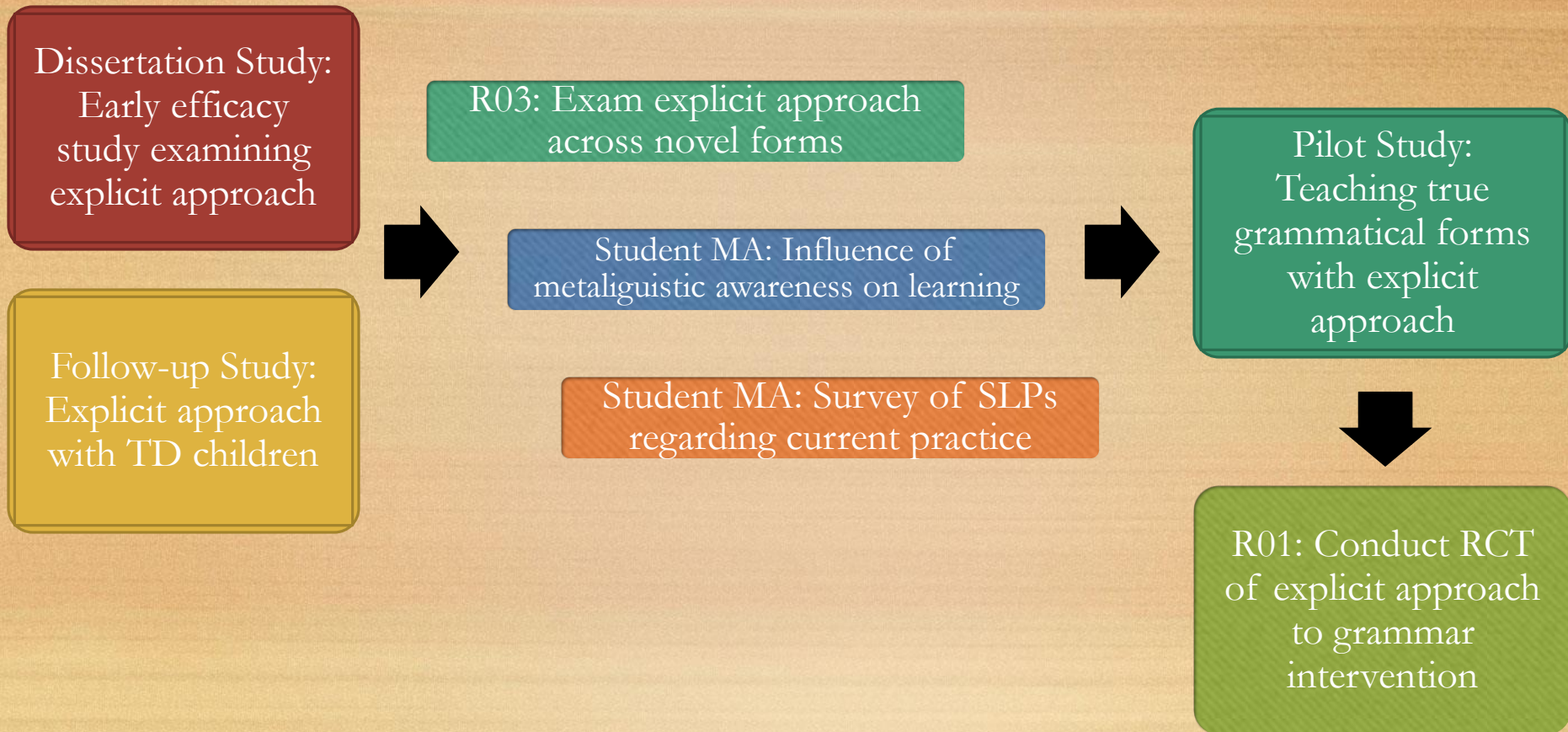


What's the best strategy for reaching my goals?

- Work on short-term goals simultaneously



Finestack Example



Break it Down Some More

- Do you have necessary funding? If no, how can you obtain funding?
- Do you have the necessary resources?
- Do you need to develop stimuli, protocols, or procedures?
- Do you have IRB approval?
- Do you have adequate relationships for recruitment?
- Do you have the necessary personnel?
- Do you need to train assistants?
- What is the study timeline?

Topic:

Products	Resources and sources	Who works on it?	Subprojects (if appropriate)

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Teaching



Service

Five-Year Career Plan
Lizbeth H. Finestack, Ph.D., CCC-SLP
Assistant Professor, University of Minnesota

Year 1 (2011-12): Assistant Professor Year 3	
Research (50%)	<ul style="list-style-type: none">• <i>R03 Y1: An Alternative Grammatical Treatment for Children with Language Impairment</i><ul style="list-style-type: none">◦ Prepare experimental stimuli◦ Recruit and complete 15 participants◦ Data coding and entry• <i>Factors Influencing Response to a Deductive Language Task by Children with Language Impairment</i> (UMN Grant-in-Aid, collaborative project with Bishop)<ul style="list-style-type: none">◦ Complete data coding and entry◦ Create analysis plan◦ Publish study focused on ADHD – submit to ??• LEND faculty member<ul style="list-style-type: none">◦ Present language seminar to trainees• <i>Explicit and Implicit Child Language Learning</i> (supported by start-up funds)<ul style="list-style-type: none">◦ Complete database cleaning◦ Analyze data by age group◦ Publish study – submit to ??• <i>Discriminating Down Syndrome and Fragile X Syndrome Based on Language Ability</i> (collaborative project with Sterling and Abbeduto)<ul style="list-style-type: none">◦ Revise manuscript for Journal of Child Language• <i>An Examination of Grammar in School-age Boys with Fragile X Syndrome</i> (collaborative project with Sterling)<ul style="list-style-type: none">◦ Analyze data◦ Present data at SRCLD (June 2012)◦ Publish study – submit to ??• <i>Using the Immediate Feedback Assessment Technique in Communicative Disorders Courses</i> (SOTL study)<ul style="list-style-type: none">◦ Present findings at 2011 ASHA convention◦ Submit manuscript to ??

Example of 1-year Planning Grid

(Kent, 2014)

	Semester 1	Semester 2	Summer
Manuscripts	-Draft MS #3 -Finish MS #2	-Send MS #3 to coauthors Submit MS #2	Submit MS #3 Begin MS #4
Data collection	Complete lab setup	Data collection, cohort A	Data collection, cohort B
Grant applications	Draft R01 application -planning meetings -preliminary data Submit for college research award	Finalize R01 application -IRB approval -budget review	Submit R01 application for June 5 deadline
Course prep	Research Methods		
Conference submissions due		ASHA convention April 15	-Motor Speech Conf Aug 27

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Research



Publications



Teaching



Service

BUCKET												
GRANTS			WRITING			TEACHING			RESEARCH			SERVICE
R03 (6/16)	R01 Supp	Revise FXS	IPSyn MS	Maze MS		SLHS 3303			R03 Recruitment	Ericka Thesis	Website	Email
R01 (6/5)	ADOS Training		IPSyn MS			SLHS 8530		Finish ASD	Recruitment	SLP Survey	Blog	MSHA
CEED	R01 Budget		DS Survey			AARC Award			D2D	AARC award	SRCLD/ASHA P	AE
CEED Ap			IPSyn MS		3303 Moodle Site	8530 Syllabus		Mentor Book clu	R03 Recruitmen	Draft Survey	Website	Email
Finish R01 Supp			Schwartz Chapter		8530 Moodle Site	Bit	Annie	ASD Recruitme	Plan UW Visit	Blog		MSHA member
R01 Budget						3303 4 Lectures	Hannah	Ericka	Ericka Revision	SRCLD Proposal		1 AE Review
						8530 2 Lectures	Katie		Look at D2D data			Faculty Search
Project	Target Time	Actual Time	Project	Target Time	Actual Time	Project	Target Time	Actual Time	Project	Target Time	Actual Time	Project
R01 narrative p	5	1.5	IPSyn Method	5		3303 Moodle	1.5	1	Recruitment	1		Email (1.5/day)
CEED ap	4	5.5	IPSyn Intro - sta	4		8530 Syllabus	3	1	Ericka Revision	1		MSHA
R01 Budget	2					8530 Moodle	1		Blog	2		AE Review
Plan ADOS trai	1					3303 2 Lectures	4.5	5.75	Plan UW visit	1		Faculty Search
						8530 1 Lecture	4	1	Begin SRCLD P	1		Organize
						Mentor Book	0.5		Eprime		1.5	FAR
						Ericka	1		Freshman Scholar		1	Sahaam Letter
						Bit	1					PhD Meeting
						Hannah	2	1				
						Katie	1	1				
R01 Narrative	5	2.35	IPSYN Intro	4		8530 Syllabus	1.5	3.25	Recruitment	1		Email (1.5/day)
R01 Budget	1	0.25	IPSYN Method	5		8530 Moodle	1		Ericka Revision	1		MSHA
ADOS Training	1		Schwartz Chapter	3	5.75	Mentor Book	0.5	0.25	Blog	2		AE Review 1
			Bahr Page Proofs	2	0.5	Ericka	1	0.5	Plan UW visit	1		Faculty Search
						Bit	1	1.75	SRCLD Prop!!	1	1	Sahaam Letter
						Katie B.	1	1	SLP Survey	2		Monica
						Hannah	1	1	Lab Meetings	3	3	
						8530 Lecture 2	4	4.25	IRB Stuff	2		
						3303 Lecture 3	2.5	2.15				
						3303 Lecture 4	2.5	2.15				

Resources

- Websites

- <http://getalifephd.blogspot.com/2010/07/five-year-plan-for-tenure-track.html>
- <http://theprofessorisin.com/2014/05/09/in-response-to-popular-demand-more-on-the-5-year-plan/>
- <http://serc.carleton.edu/NAGTWorkshops/earlycareer/research/plan.html#worksheets>

Resources

- Writing a plan
 - http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2008_10_10/caredit.a0800148
 - <http://serc.carleton.edu/NAGTWorkshops/earlycareer/research/plan.html#worksheets>
 - Weber, R.J., & Cobaugh, D.J. (2008). Developing and executing an effective research plan. *Am. J. Health-Syst. Pharm*, 65, 2058-2065

QUESTIONS?