

Report of the 2008 Joint Ad Hoc Committee on PhD Shortages in Communication Sciences and Disorders

A Committee of the
American Speech-Language-Hearing Association (ASHA)
and the
Council of Academic Programs in Communication
Sciences and Disorders (CAPCSD)

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Executive Summary

Background

In 1999, data from the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) indicated the potential for a shortage of 150 teacher-scholars in the coming years. In response to these data, the American Speech-Language-Hearing Association (ASHA) Executive Board identified PhD shortages as a priority issue and established the following desired outcomes:

- Increase by 25% the number of teacher-scholars available to fill faculty vacancies in human communication sciences and disorders (CSD) now and in the future.
- Increase by 25% the number of doctoral students who are prepared and committed to teaching and research in higher education.

To bring a collaborative focus to the likelihood of faculty shortages, ASHA and CAPCSD established a Joint Ad Hoc Committee on the Shortage of PhD Students and Faculty in Communication Sciences and Disorders in 2002. The report of the Joint Ad Hoc Committee, *Crisis in the Discipline: A Plan for Reshaping Our Future* (December 2002), is available on the ASHA Web site at www.asha.org/members/phd-faculty-research/reports/ and on the CAPCSD Web site at www.capcsd.org/status.html.

The committee fielded a survey to all CSD PhD programs in the United States; 86% of the programs responded to this survey. A report of the PhD Program Survey Results (2002 Executive Summary) is available at www.asha.org/members/phd-faculty-research/reports/phd_survey_sum.htm. Based on the analysis of these data and in an effort to promote focus, effort, and stability in the development of strategies to address the problem of teacher-scholar shortages, the committee recommended that a multiyear task force be established and charged with

- continuing to assess the extent and nature of PhD shortages among students and faculty;
- coordinating and planning among the various partners to address the problem;
- monitoring efforts and recommending modifications to these efforts as appropriate.

While a task force itself was not established, members of the executive boards of both ASHA and CAPCSD continued their collaborative work and coordination at their regularly scheduled, semiannual meetings. Other recommendations of the joint committee included

- increasing the visibility of the discipline, expanding research opportunities, and promoting higher education as a career;
- targeting and coordinating data collection and dissemination (about supply and demand of PhD faculty and students);
- developing a centralized mechanism for information exchange;
- enhancing research training experience;
- promoting doctoral program leadership.

In addition, the Joint Ad Hoc Committee recommended that ASHA identify the PhD shortage as a Focused Initiative, which was done by the Legislative Council in 2004. The Focused Initiative: PhD Shortage in Higher Education (2004–2007) was incorporated into ASHA's 2005–2007 Strategic Plan as Issue B, and the following performance measures were established:

- Increased number of potential doctoral-level faculty/researchers in personnel preparation programs to fill short- and long-term faculty vacancies in CSD
- Increased number of students recruited into the professions who continue their education to become faculty/researchers
- Increased retention of doctoral-level faculty
- Increased funding for doctoral program fellowships

As a result of the recommendations of the Joint Ad Hoc Committee and work of the Focused Initiative, a variety of informational Web and print resources ($N = 21$), student award and recognition programs ($N = 5$ programs, 363 students), curricular resources, successful advocacy efforts, and a centralized data collection system (Higher Education Data System [HES]) for the discipline were developed. A full report of the outcomes and impact achieved in 2003–2008 to address the PhD shortage is included in this committee report beginning on page 8.

2008 Joint Ad Hoc Committee on PhD Shortages

At the conclusion of ASHA's Focused Initiative on the PhD shortage (2004–2007), the ASHA Board of Directors passed a resolution in the spring of 2008 to establish a "second-generation" Joint Ad Hoc Committee on PhD Shortages. The committee was charged with

- reviewing the data collected from the HES to determine the status of PhD education in CSD;
- reviewing outcomes from previous shortage initiatives and their impact to date;
- identifying future strategies and developing a work plan to address this issue in CSD.

The committee members included ASHA's Vice-President for Academic Affairs, Elizabeth McCrea, PhD, who chaired the committee, and ASHA-appointed members Nancy Creaghead, PhD, Howard Goldstein, PhD, Colleen O'Rourke, PhD, and Brenda Ryals, PhD. CAPCSD appointed Larry Small, PhD. Vic Gladstone, Chief Staff Officer for Audiology and Liaison to Academic Affairs, and Loretta Nunez, Director of Academic Affairs (Ex Officio), served as staff liaisons to the committee. The committee met on September 19–21, 2008, at the ASHA National Office in Rockville, Maryland. They reviewed the outcome and impact data resulting from initiatives implemented between 2003 and 2008 by ASHA, CAPCSD, academic programs, and relevant external higher education organizations, including ASHA's Focused Initiative on the PhD Shortage in Higher Education (2004–2007); 2005–2006 academic year data collected from the initial fielding of the HES surveys in 2007; 2006 data from the National Opinion Research Center's (NORC) Survey of Earned Doctorates (SED), which is funded by the National Science Foundation; and data from the Council of Graduate Schools.

Data from the HES were incomplete, with only 41.2% of surveyed institutions completing the Demographic Survey and 54% of institutions completing the Research Doctoral Survey. The data that were submitted indicated a total of 163 students enrolled in the first year of doctoral study in the 2005–2006 academic year. In addition, in that same academic year, a total of 72 research doctorates were awarded: 8 in audiology, 29 in speech-language pathology, and 35 in speech and hearing sciences. Of this total number, 45.8% went on to work in accredited degree-granting programs in CSD; 2.1% to positions in nonaccredited CSD programs; 2.1% to academic positions in other disciplines (e.g., special education); and 16.7% to postdoctoral positions. The balance of graduates (29%) assumed a variety of positions in nonacademic settings, and 4.2% postponed employment altogether.

The SED data indicate that in 2006, 119 doctorates were earned in CSD as compared to 97 at the beginning of the Focused Initiative in 2005, and to 100 in 2002 when the initial CAPCSD baseline survey data were collected. Review of data across the decade from 1996 to 2006 indicates a range in the number of earned CSD doctorates from a low of 86 in 1999 to the high in 2006. Interestingly, the SED data indicate that nationally, 45,596 research

doctorates were awarded in 2006 across all surveyed institutions, which represents a 5.1% increase from 2005 and is the highest number of degrees in the history of higher education in the United States. Despite this overall positive national trend, as well as that in CSD in 2006, the production of PhDs in CSD has remained relatively stable for at least 20 years ($M = 95.8$, $SD = 8.12$).

Incomplete data from the HES do not make it possible to conclusively understand whether the goals articulated by the Executive Board in 2004–05 were fully met. The trends in the submitted data and the SED data certainly are positive indicators of sustained degree generation; however, given that these data indicate that only 50% of PhD graduates assume faculty positions at a time when some faculty searches fail and faculty retirements are likely to increase, it is fair to conclude that the robustness of academe continues to be threatened.

Recommendations

To sustain the momentum achieved during the 4-year period of the Focused Initiative and to continue to address the challenges of PhD shortages in CSD, the Joint Ad Hoc Committee on PhD Shortages established the following performance measures through December 31, 2011:

- At least 112 earned research doctorates granted annually
- At least 165 new PhD students enrolled in CSD programs annually
- 65% of PhD graduates in CSD take faculty positions
- 85% return rate of fully completed responses to the HES instruments (i.e., CAPCSD Demographic Survey, CAPCSD Salary Survey, Joint ASHA-CAPCSD Research Doctoral Survey, and the Graduate Guide Survey)
- At least one report published annually for each of the HES instruments
- 50% return rate on a survey from research doctoral degree candidates (i.e., course work and qualifying examination completed) related to the relevance and quality of their PhD education (e.g., Carnegie Foundation Graduate Student Survey)
- At least 2 repackaged/remarketed/retargeted products related to the recruitment and retention of PhD students and faculty for dissemination to all PhD programs
- 20% increase in the number of innovative/flexible academic programs for PhD education
- 85% of PhD CSD programs complete the Graduate Guide Survey to populate the HES search interface, EDFIND

Each of these performance measures has a set of specific targets that have been identified by the committee, and each was developed with a set of strategic initiatives consistent with the ASHA Strategic Pathway to Excellence. The full work plan is included in this report beginning on page 39. ASHA and CAPCSD will continue their collaboration and shepherd the development of these initiatives.

Outcomes and Impact Achieved (2003–2008) in Response to Recommendations of the 2002 Joint Ad Hoc Committee

The recommendations of the 2002 Joint Ad Hoc Committee on the Shortage of PhD Students and Faculty in Communication Sciences and Disorders appear below, along with a brief description of the recommendation and details of the specific actions taken by each organization and the impact of those actions to date. Where applicable, the groups involved are indicated in parentheses.

1. Create a Structure to Continue the Momentum in Addressing the PhD Shortage

1.1 Appoint a Joint Task Force on the PhD Shortage (CAPCSD and ASHA).

The history of addressing this shortage is marked by numerous well-organized and well intentioned activities. Unfortunately, those efforts have failed, due primarily to a lack of **coordination** among them. Success will only come from an organized and systematic effort with coordinated activities among all parties. It is the opinion of this committee that the best way to achieve that coordination is through the continued formal cooperation of the CAPCSD and ASHA.

In addition to coordination, the other key ingredient for success is **stability**. One-year or 2-year efforts will not succeed. As a result, this group should be appointed for a period of 5 years, to provide a sustained effort. The task force should have the following charge:

- a. Continue to **assess** the extent and nature of the PhD shortage among students and faculty
- b. Coordinate **planning** among the various partners addressing the problem
- c. **Monitor** efforts and recommend modifications to those efforts, as appropriate

2. Increase the Visibility of the Discipline, Research Opportunities, and Promote Higher Education as a Career

2.1 Augment information geared to students considering PhD education.

Outcomes and Impact

A task force on the PhD shortage was not established in order to focus all available resources on the implementation of the plan. However, CAPCSD and ASHA have routinely exchanged information about each organization's initiatives undertaken to address the PhD shortage during the organizations' joint leadership meetings, which are held each year in April and November. A number of these initiatives have specifically included representatives from both ASHA and CAPCSD to promote effective collaboration and communication.

This should include the addition of introductory material to the *Guide to Doctoral Education* in regard to PhD careers and factors to consider in selecting a PhD program.

Expand Web presence with materials describing the job opportunities and highlighting the personnel needs in academia. (ASHA)

Outcomes and Impact

A variety of resources were created that raised awareness about the PhD shortage and faculty-researcher careers and that educated students and current practitioners about PhD education, factors to consider in selecting a PhD program, and faculty-researcher career opportunities.

- Web-based resources (view counts are reported since publication to the Web)
 - Future Outlook: CSD Faculty and Speech & Hearing Scientists

www.asha.org/students/professions/trends.htm

- Get a PhD in CSD
www.asha.org/students/phd-intro.htm
(34,668 views of this page with 15,385 views of the flash video since 2006)
- Pursuing a PhD
www.asha.org/students/academic/doctoral/ (68,708 views since 2006)
- Career Ladder: Considering a PhD, PhD Preparation, Beginning a Faculty Career, and Advancing a Faculty Career
www.asha.org/members/phd-faculty-research/career-ladder/ (3,666 views since 2004)
- Faculty Career Profiles—19 first-person reports from successful scholars with advice to students considering a faculty-researcher career
www.asha.org/students/professions/profiles/list.htm (8,961 views since 2006)
- Getting a PhD: Learn How Clinicians Like You Have Done It—Live Web Forum Event, May 2007 (11,379 views since May 2007)
www.asha.org/Forums/shwmessage.aspx?ForumID=8732&MessageID=255559
- Transitioning From Clinician to Professor—Live Web Forum Event, June 2005 (6,663 views since June 2005)
www.asha.org/Forums/shwmessage.aspx?ForumID=8732&MessageID=241825
- Print resources
 - More than 6,000 *Reward Yourself With a Career as a College Professor* brochures disseminated
 - 500 copies of *Getting Your PhD: Resources to Get You Started Today* disseminated at various ASHA-sponsored conferences
 - 300 copies of *Moving Beyond the PhD: Embarking on a Faculty Research Career* disseminated at various ASHA-sponsored conferences

- 7 *ASHA Leader* feature articles promoting PhD education and faculty-researcher careers since 2004
- Convention sessions
 - Sponsored ASHA Convention sessions annually (2003–2008) on PhD education and faculty careers, with 25–50 attendees at each session
 - “Getting Your PhD” roundtable discussions conducted at the annual ASHA Schools Conference (2005–2008), with 28 participants over 4 years
- Consultation
 - Academic Affairs Unit responded to 118 individual inquiries about PhD degrees and PhD education since March 2005. The majority of the 118 inquiries related to the nature of research doctoral education and comparisons between research and clinical doctoral degrees.

2.2 Publicize the message regarding personnel shortages with outside audiences, including other higher education groups and disciplines.

Likely venues would include the *Chronicle of Higher Education*, the Council of Graduate Schools, and other higher education associations. (ASHA, CAPCSD)

Outcomes and Impact

- ASHA disseminates information about the professions and personnel shortages to the American School Counselors Association, Health Occupation Students of America, and National Academic Advising Association, as well as to many universities, to assist with student advising.
- ASHA exhibited in 2006 and 2008 at the annual meeting of the Council of Graduate Schools to disseminate information about the discipline, the value of CSD academic programs to the university and local community, employment growth for the

2.3 Explore the development of a “high-quality” video/CD highlighting academic and research careers in CSD.

professions, and successful strategies to address faculty and professional personnel shortages.

- Articles on the PhD shortage were featured in *Advance Magazine for Audiologists and Speech-Language Pathologists*, *Audiology Online*, and *SLP Online*.
- Paid advertisements were published in cross-disciplinary journals (e.g., *Ear and Hearing*) to recruit current PhD degree holders to consider a faculty-researcher career in CSD.
- ASHA successfully advocated to federal agencies for loan forgiveness and a Fund for the Improvement of Postsecondary Education (FIPSE) grant in support of personnel preparation.
- The Joint Committee on Recruitment (CAPCSD, ASHA, and American Academy of Audiology) developed a Web site in 2008, *Bring in the Best* (www.capcsd.org/bringinthebest/index.html), to promote the professions of audiology and speech-language pathology as well as research careers in the speech and hearing sciences through science fairs geared toward grades 7–12.

This tape could be modeled on episodes of PBS’s *Discovery* and would be suitable for use in introductory courses in CSD or in recruitment activities in high schools or with the public. The costs might be underwritten by a publisher in the field. (ASHA)

Outcomes and Impact

ASHA developed a Web-based flash video product, *Get a PhD in CSD*, that is housed on the

2.4 Ensure the inclusion of research and teaching as career options in all recruitment materials and activities.

2.5 Expand and revitalize our systems of recognizing faculty and student research accomplishments.

ASHA Web site at www.asha.org/students/phd-intro.htm. (34,668 views of this page with 15,385 views of the flash video since 2006)

This must become routine in the activities of the professional associations as well as all academic programs. (ASHA, academic programs)

Outcomes and Impact

- Faculty and research career options have been infused into all ASHA Web, print, and presentation resources used for recruitment.
- A recruitment brochure series titled "Reward Yourself..." encompasses the range of career opportunities in CSD, including a brochure devoted to faculty and research careers titled "Reward Yourself With a Career as a College Professor in Communication Sciences and Disorders."
- The Joint Committee on Recruitment (CAPCSD, ASHA, and American Academy of Audiology) developed a Web site in 2008, *Bring in the Best* (www.capcsd.org/bringinthebest/index.html), to promote the professions of audiology and speech-language pathology as well as research careers in the speech and hearing sciences through science fairs geared toward grades 7–12.

Encourage additional nominations for existing awards to increase the perceived worth of researchers and research endeavors. Encourage national associations, state associations, and academic programs to create new awards that focus on research. (all groups and organizations)

Outcomes and Impact

- ASHA awards the Certificate of Recognition for Special Contributions in Higher Education to recognize distinguished achievement and/or contributions (within the last 5 years) in one or more of the following areas: university and college classroom teaching; clinical teaching; student mentoring; or development of new and innovative educational techniques and technologies in the fields of audiology, speech-language pathology, or speech, language and hearing science. Six individuals have received the award since its inception in 2004.
www.asha.org/about/leadership-projects/awards/higheredarchive.htm
- ASHA awards the Early Contribution in Research Award to recognize scientific accomplishments by individuals in the early stages of their careers (defined as within 5 years of receiving the doctoral degree or other terminal degree). Four individuals have received the award since its inception in 2005.
www.asha.org/about/leadership-projects/awards/earlycontrarchive.htm
- ASHFoundation awards a number of research grants to support priority research in CSD and graduate student scholarships to support PhD education and outstanding academic success.
www.ashfoundation.org/foundation/grants/
 - Research Grants
 - Clinical Research Grant
 - New Century Scholars Research Grant
 - New Investigators Research Grant
 - Student Research Grant in Audiology
 - Student Research Grant in Early Childhood Education Development
 - Student Research Grant in Speech Science
 - Graduate Student Scholarships
 - New Century Scholars Doctoral Scholarship

2.6 Expand efforts to showcase student research and academic success at the ASHA Convention.

- Graduate Student Scholarship
 - Minority Student Scholarship
 - Student with a Disability Scholarship
 - International Student Scholarship
- CAPCSD awards the Delmar CENGAGE Learning—CAPCSD Scholarship Award for PhD Research to a student whose research project, completed during the PhD program, is worthy of recognition.
www.capcsd.org/documents/CENGAGE_ResearchAwardsAnnouncement2008.pdf
 - CAPCSD awards the Delmar CENGAGE Learning—CAPCSD Scholarship Award for Master's or AuD Research to a student whose research project, completed during the master's or AuD program, is worthy of recognition.
www.capcsd.org/documents/CENGAGE_ResearchAwardsAnnouncement2008.pdf

This could include the creation of a program for faculty mentor–student scholar presentations. (ASHA)

Outcomes and Impact

- Showcased 363 students' research at ASHA Conventions (2004–2008) and other conferences via the following ASHA student award programs:
 - Student Research Travel Award
 - Minority Student Travel Award
 - Research Mentoring-Pair Travel Award
 - Lessons for Success Travel Award
 - Audiology/Hearing Science Research Travel Award

2.7 Encourage state associations to assist in disseminating information.

A short-term evaluation of each program is conducted immediately following the event. Data are also gathered on the long-term success and impact of each program at 3–4-year intervals. Results of both survey instruments help inform decisions about potential changes to the content and format of the respective programs, as well as the long-term viability and effectiveness in achieving programmatic goals.

- Student award recipients are invited to attend specific ASHA Convention activities (e.g., Researcher-Academic Town Meeting) held at the ASHA Convention, where they are acknowledged and provided the opportunity to network with established faculty and researchers in CSD.

State conventions and mailings should increase their focus on student research, faculty research, and academic career options as a balance to practitioner-focused workshops and information. (ASHA, CAPCSD)

Outcomes and Impact

State associations were surveyed in August 2008 to determine whether the associations include sessions at their convention or provide information to their membership about PhD education, faculty-researcher careers, how to conduct research, student research, and/or mentoring of students or faculty in teaching and research. Responses were received from 24 out of 52 constituent groups (22 states, the District of Columbia, and the Overseas organization). Of the 24 respondents, 9 organizations (38%) offer student and faculty research presentations at their annual conference, with 3 organizations also

2.8 Develop a career development program for outstanding undergraduate students interested in academic research careers.

providing information about PhD education and faculty-researcher careers. Some states indicated that if informational resources were readily available, they would disseminate them via their Web site, mailings, or conferences. State associations could be further utilized to expand the dissemination of the informational resources developed by ASHA and others on the PhD shortage.

This program would create a cohort of potential future academicians by recognizing their past achievements and potential, by supporting enhanced educational experiences on their home campuses as well as in laboratories outside the home department, and by underwriting attendance at the ASHA Convention, where they would participate in targeted group activities. (ASHA, CAPCSD)

Outcomes and Impact

ASHA funded 61 Students Preparing for Academic & Research Careers (SPARC) Award recipients in 2004–2008. To date, 59% of SPARC Award recipients who have completed their entry-level degree have enrolled in PhD programs.

2.9 Increase focus on faculty retention.

The crisis in our discipline derives both from a shortage of students and from the loss of faculty from the academy. Targeted efforts should be initiated to assist junior faculty, including faculty of color, in succeeding professionally and personally in higher education. In particular, efforts should be made to retain faculty of color. (all groups and organizations)

Outcomes and Impact

- ASHA funded 42 Advancing Academic-Research Careers (AARC) Award recipients in 2004–2008. To date, 94% of AARC Award recipients plan to continue to pursue an academic-research career.
- ASHA co-sponsored 62 junior and senior investigators at the 2007 and 2008 ASHFoundation/RSAC Grant Reviewer Training Workshops.
- Enrolled more than 270 new faculty, postdoctoral scholars, and PhD students in ASHA's Mentoring Academic-Research Careers (MARC) program.
- Created Faculty, Researchers, and PhD Students member community Web pages on the ASHA Web site to support faculty in teaching and research (www.asha.org/members/phd-faculty-research/). (Over 90,000 views to this member community per year since 2004)
- Sponsored an annual Researcher-Academic Town Meeting at the ASHA Convention beginning in 2004, with an average annual attendance of 240 researchers and faculty.
- ASHA publishes a bimonthly e-newsletter, *Access Academics & Research*, that supports faculty and researchers (2,700 subscribers).

2.10 Urge ASHA to make the PhD shortage a Focused Initiative.

This would provide the topic both the visibility and the financial resources it deserves and highlight the significance of the shortage to all segments of the discipline and the professions. (ASHA)

Outcomes and Impact

ASHA established and implemented a Focused Initiative on the PhD Shortage in Higher Education (2004–2007). This multiyear initiative

resulted in the development of a variety of informational Web and print resources, award programs, curricular resources, successful advocacy efforts, and a centralized data collection system for the discipline (www.asha.org/about/leadership-projects/archive/focused-initiatives/default.htm). The primary impact of this Focused Initiative to date has been an increased awareness of the PhD shortage within and outside of our discipline, the development of resources that support the recruitment and retention of PhD students and faculty, and the development of a centralized data collection mechanism for the discipline.

2.11 Salaries.

Salaries are a significant factor in recruiting and retaining faculty. The discipline has not effectively used competition from clinical salaries or the faculty shortage in the field to boost salaries in our academic departments. The entire discipline must become engaged in an effort to bolster academic salaries to make them competitive with other academic disciplines and with clinical and administrative salaries outside the academy. (all groups and organizations)

Outcomes and Impact

- No specific activities were targeted to bolster academic salaries. Faculty salaries in the discipline are tracked by CAPCSD. The 2005–2006 Salary Survey of Undergraduate and Graduate Programs in CSD is available on the CAPCSD Web site at www.capcsd.org/survey.html.
- Other notable faculty salary reports are available from the following sources:

- American Association of University Professors Salary Survey
<http://chronicle.com/stats/aaup/>
- College and University Professional Association for Human Resources
www.cupahr.org/surveys/salarysurvey/pastyears.asp
- Faculty Salary Survey by Discipline, Oklahoma State University
<http://vpaf.okstate.edu/irim/FacultySalary.html>
- National Education Association Higher Education State Salary Surveys, which provide average faculty salaries and benefits by state
www2.nea.org/he/salaries/

3. Target and Coordinate Data Collection and Dissemination

3.1 Develop an integrated data collection plan for all of communication sciences and disorders.

ASHA and CAPCSD should jointly review and revise their existing data collection processes to ensure the collection of all pertinent information relevant to the doctoral shortage, as well as to reduce existing redundancy and confusion. In addition, other important sources of potential data should be coordinated and exploited, especially information from the NORC's annual survey of doctoral graduates. The Doctoral Survey Subcommittee that was created as part of this planning process should play a central role in that effort. (ASHA, CAPCSD)

Outcomes and Impact

ASHA, CAPCSD, and the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) jointly collaborated to develop the HES, a centralized Web-based system to collect data from academic programs in CSD. The HES also includes a searchable interface, EDFIND, used to locate and learn about academic programs. The HES includes six survey or report instruments:

- Graduate Guide Survey, which populates EDFind
- Joint ASHA-CAPCSD Research Doctoral Survey
- CAPCSD Demographic Survey of Undergraduate and Graduate Programs
- CAPCSD Salary Survey
- CAA Application
- CAA Annual Report

Three of the HES instruments were fielded during the 2007–2008 academic year, and all six instruments are expected to be administered in the 2008–2009 academic year. Data reports will be published over the next few years as academic program participation increases and sufficient data are collected in order to generate data reports. Further information about the HES is available at www.asha.org/about/HES/default.htm.

EDFind was launched in 2007. Since June 2007, there have been more than 500,000 visits to the EDFind Web page and more than 1 million views of academic program search results. EDFind can be accessed at www.asha.org/students/academic/EdFind/default.htm.

3.2 Consider mechanisms for collecting information on academic program characteristics.

This should include program definitions of scholarship and the importance of research support for faculty as a step in reengineering departmental cultures. (ASHA, CAPCSD)

Outcomes and Impact

- The HES instruments were designed to collect information about academic program characteristics and will inform aspects of

3.3 Create a mechanism to obtain information from recent PhD program graduates employed in academic settings in regard to the relevance and quality of their PhD education.

scholarship and research support for faculty.
www.asha.org/about/HES/default.htm

- ASHA's Researcher Survey, fielded to individual researchers in August 2008 by ASHA's Scientific Programs and Research Development unit, will further inform about scholarship and research successes, challenges, and trends. Results from the Researcher Survey are expected to be available by April 2009.
- The National Science Foundation Survey of Doctoral Recipients (SDR) gathers information from individuals who have obtained a doctoral degree in science, engineering, or the health field every 2 years. The SDR tracks the employment history and research productivity of these members of the labor force as they move through their careers in research and practice.
www.nsf.gov/statistics/srvydoctoratework/

This would provide important data to influence changes in PhD education from a highly relevant, but as yet untapped, source. (academic programs)

Outcomes and Impact

- A national survey of PhD program graduates in CSD is not currently administered by ASHA or CAPCSD.
- The SED gathers information from newly graduated research doctoral degree recipients about their educational histories, funding sources, and postdoctoral plans, and includes information specific to speech-language pathology and audiology within the life sciences field and health sciences subfield of study.
www.norc.org/projects/survey+of+earned+doctorates.htm

4. Develop a Centralized Mechanism for Information Exchange

4.1 Ensure ready access to survey results and analysis.

- The Carnegie Foundation's Graduate Student Survey, administered to research doctoral students in 2004 as part of the Carnegie Institute on the Doctorate project, is an example of a survey developed to inform about the relevance and quality of PhD education. The survey is published in the Carnegie Foundation text *The Formation of Scholars, Appendix D*.
- The Council of Graduate Schools PhD Completion Project developed an exit survey for students who are either completing or withdrawing from research doctoral programs to enable faculty and administrators to better understand the factors that contribute to doctoral degree completion or withdrawal. The survey can be accessed from the PhD Completion Project Web site, on the Tools and Templates page, at www.phdcompletion.org/tools/index.asp.

Develop a single Web site devoted to tracking the PhD shortage (students and faculty). In addition to providing the latest available data, the site should provide analyses and projections based on that data. (ASHA, CAPCSD)

Outcomes and Impact

A Web site devoted to tracking the PhD shortage (students and faculty) has not been developed to date due to the priority of first developing the data collection mechanism (HES) and the need to obtain sufficient data for publication. In the interim, ASHA has developed Web pages to inform current and potential students about PhD education (see section 2.1 of this report). Reports from the HES will be published on the respective instrument owner Web sites, ASHA and CAPCSD, as reports become available.

4.2 Create an information clearinghouse on doctoral education.

A devoted Web site, such as that developed to address the PhD shortage in business by The PhD Project (see www.phdproject.org/considering.html), could be considered, if warranted.

Develop a Web site to facilitate information exchange among academic programs on topics related to curriculum, recruitment, federal funding, available assistantships, administrative challenges, and related topics. (ASHA, CAPCSD)

Outcomes and Impact

A Web site specifically designed for information exchange among academic programs as described in the plan has not been developed to date. However,

- ASHA maintains Web pages devoted to Faculty, Researchers, and PhD Students at www.asha.org/members/phd-faculty-research/ covering news and information; curriculum resources; PhD student and faculty recruitment and retention resources; grants and funding; and ASHA award programs for students, faculty, and researchers. (Over 90,000 views to this member community annually since 2004)
- CAPCSD maintains a Web site at www.capcsd.org/ and two discussion lists to facilitate the exchange of information among academic programs:
 - The Council Forum (COUNCIL-FORUM) to discuss the goals and effectiveness of graduate education programs, facilitate the exchange of scholarly and professional information, and foster initiatives to enhance the preparation of students congruous with the public need

5. Enhance Research Training Experience

5.1 Explore expansion of the BA to PhD model.

- The PhD Program Directors Forum (CAP-PROGDIR-FORUM) to discuss the shortage of PhD students and faculty in CSD, including such topics as
 - student recruitment and retention
 - PhD academic programs
 - research training
 - mentoring, tenuring, and retaining PhD faculty
 - integration of clinical training into PhD programs

Obstacles to the model, including undergraduate curriculum, clinical training requirements, and funding, should be identified, and efforts should be made to find ways to overcome those obstacles. PhD degree-granting institutions should collaborate with non-PhD programs to develop effective transitions for academic career aspirants that do not necessarily revolve around the master's-clinical training model. (academic programs, CAPCSD)

Outcomes and Impact

- No report is currently available about the implementation of the BA to PhD model of education in CSD.
- A question is included in the HES Graduate Guide Survey to identify academic programs that offer combined degree programs including bachelor's/master's, master's/doctoral, bachelor's/doctoral, and/or clinical doctoral/research doctoral.
- Information about the various models of combined degree programs is disseminated to inform academic programs about the benefits and challenges of the models and to offer opportunities for discussion among programs.

5.2 Explore the development of other models of doctoral education.

- An article on AuD/PhD combined degree programs was published in the October 14, 2008, issue of *The ASHA Leader* and followed by a panel presentation session at the 2008 ASHA Convention.

This exploration should focus on a reexamination of the role of clinical training in doctoral education. The committee survey revealed that an overwhelming majority of currently enrolled PhD students (66%) enter PhD programs from a master's degree in speech-language pathology or audiology. As a result, many of our students are not able to benefit from the natural progression of research training across the graduate experience that typifies other disciplines. Other models of entry into doctoral programs need to be developed. (academic programs, CAPCSD)

Outcomes and Impact

ASHA sponsored a grant competition in 2003 to support an innovative doctoral education program designed to recruit and educate PhD students who will pursue faculty-researcher careers. ASHA awarded a grant of \$50,000 per year for 3 years (2004–2006) to the University of Cincinnati for their proposal titled “Enhancing Doctoral Training Opportunities for Speech-Language Pathologists (a Model That Involves Institutional Partnerships, Distance-Learning Enhanced Education, and a Three-Pronged Approach to Program Entry—IPDLE-3).” Three students were enrolled in each of the three different entry models. The following outcomes of the IPDLE-3 program were reported in September 2007:

- Distance Learning component of PhD program for individuals who hold a master's degree in

5.3 Increase flexibility for obtaining clinical requirements including the clinical fellowship (CF).

speech-language pathology but reside in a locale with an institution that does not offer the PhD degree: 3 students are progressing through the PhD program.

- Master's-to-PhD degree collaboration for individuals enrolled in a master's (non-PhD) program with a faculty shortage to begin work toward the PhD at their home university, complete 2 years of course work at the University of Cincinnati, and then return to their home university for their dissertation and possible employment there: 3 students were enrolled in this model, but none is continuing on to complete the PhD.
- Recruit undergraduate minority students to enter a master's-to-PhD program: 3 students enrolled in a PhD program.

A substantial number of PhD students wish to complete requirements for the Certificate of Clinical Competence (CCC).

Committee members heard repeatedly that present models of clinical training (including the clinical fellowship for the CCC in Speech-Language Pathology) make this very difficult. Creative models of clinical education that accommodate PhD students should be developed, promoted, and incorporated as options in the ASHA credentialing program. These models should facilitate the integration of research training and professional credentialing and should also be consistent with training models recognized by the National Institutes of Health (NIH), in order to facilitate student access to NIH training funds. (ASHA)

Outcomes and Impact

- ASHA's Council For Clinical Certification in Audiology and Speech-Language Pathology (CFCC) incorporated the clinical requirements for the CCC in Audiology within the audiology clinical doctoral degree model, thus allowing the opportunity for entry-level degree holders to pursue PhD education uninterrupted. (See *2007 Standards for the Certificate of Clinical Competence in Audiology, Revised July 2008* at www.asha.org/about/membership-certification/certification/aud_standards_new.htm.)
- The CFCC modified the speech-language pathology clinical fellowship requirement to include options for completing the clinical fellowship with less than full-time clinical practice. The equivalent of 36 weeks of full-time (35 hours per week) clinical practice is required (Standard VI-C). The clinical fellowship experience must total no less than 1,260 hours, accumulated within 48 months of the beginning date of the experience, with at least 5 hours of professional experience engaged in per week. The modified timeline makes it possible for PhD students and faculty in speech-language pathology to more easily meet the requirements while enrolled in a PhD program or while holding a faculty appointment. (See *2005 Standards for the Certificate of Clinical Competence in Speech-Language Pathology, Revised July 2008* at www.asha.org/about/membership-certification/handbooks/slp/slp_standards.htm.)
- Individual state requirements for clinical fellowship experiences should be verified with individual state licensing boards.

5.4 Revise curricula at all levels to enhance the scientific preparation of our students.

Undergraduate and master's research experiences must be enhanced. Challenging undergraduate options that focus on science and research should be developed for our best undergraduate majors. PhD curricula should center on the development of research skills (basic and/or applied) and the other skills necessary for success as an academic (e.g., proposal development, grant management). Efforts should be made to engage faculty from all CSD departments in the research and development of pedagogy. (ASHA, CAPCSD, academic programs)

Outcomes and Impact

- Implementation of curricular revisions varies across programs. Examples of curricular revisions have been featured in presentations at the annual conferences of CAPCSD and ASHA. It is recommended to continue the identification and dissemination of curriculum models (i.e., research experiences incorporated into undergraduate, master's, and clinical doctoral degree programs).
- To encourage the development of young scientists in the discipline, a pilot program was developed in 2008 called "Building Undergraduate-Faculty Researcher Connections." This program pairs senior investigators with promising undergraduate student researchers. Based on research completed by these students while in their undergraduate programs, poster sessions were presented at the 2008 ASHA Annual Convention in November, with the students identified as first authors. The purpose of the program is to provide networking opportunities for undergraduate students interested in careers in science and research. An evaluation of the pilot program will be

5.5 Expand collaborative efforts across academic programs.

conducted immediately following the Convention.

- The NIH Undergraduate Scholarship Program offers competitive scholarships to students from disadvantaged backgrounds who are committed to careers in biomedical, behavioral, and social science health-related research. Between 2003 and 2008, no awards were made to students in CSD, and it is unknown whether any CSD students applied to the program. https://ugsp.nih.gov/overview_faqs/overview_faqs.asp?m=01&s=01

Our ever-shrinking cadres of research faculty are becoming islands across the country. Interinstitutional collaborations for research, managing PhD student committees, and creating doctoral student cohorts should be expanded. (academic programs)

Outcomes and Impact

- Few examples of interinstitutional collaborations have been identified and featured in CSD (e.g., PhD programs partnering with master's-only programs) for the purpose of recruiting students into PhD programs or mentoring faculty in research. It is recommended that such collaborations be expanded, identified, and showcased. Two such programs have been featured in articles published in *The ASHA Leader*:
 - Ringel, R. (2004, February 3). In search of teacher/scholars: Consortia model offers one perspective on the current doctoral shortage. *The ASHA Leader*, pp. 4–5, 20–21. www.asha.org/about/publications/leader-online/archives/2004/040203/f040203a.htm

- Wallace, G. L. (2004, May 11). Competition spurs enhanced doctoral training opportunities: The University of Cincinnati's approach to solving the problem of PhD shortages. *The ASHA Leader*, pp. 1, 22–23.
www.asha.org/about/publications/leader-online/archives/2004/040511/040511a.htm
- The NIH Short-Term Institutional Research Training Grants (T35) are awarded to eligible institutions to develop or enhance research training opportunities for individuals interested in careers in biomedical, behavioral, or clinical research. Many of the NIH Institutes and Centers use this grant mechanism exclusively to support intensive, short-term research training experiences for students in health professional schools during the summer. This program is intended to encourage graduate and/or health professional students to pursue research careers by exposure to and short-term involvement in the health-related sciences and could be utilized to promote collaborative efforts across institutions. Between 2003 and 2008, only four CSD programs have been awarded funds through this mechanism. This source of funding has been characterized as being underutilized in our discipline.
<http://grants.nih.gov/grants/guide/pa-files/PA-08-227.html>

5.6 Expand interdisciplinary efforts on campus.

This could include joint doctoral courses/seminars, cluster hires with other departments, and joint dissertation experience. (academic programs)

Outcomes and Impact

- ASHA and ASHFoundation co-sponsored two interdisciplinary research grant competitions in 2005 and 2006.
- ASHA through its Research and Scientific Affairs Committee developed *Interdisciplinary Collaborations*, a Web-based resource available at www.asha.org/members/phd-faculty-research/interdis-collab/ (2,434 views since 2005) designed to educate about fundamental issues involved in establishing and maintaining interdisciplinary research collaborations.
- The Office of Special Education Programs awards Leadership Training Grants including those with an interdisciplinary focus. Between 2003 and 2008, 16 Leadership Training Grants were awarded to CSD researchers, including 2 grants with an interdisciplinary emphasis.
- The Institute of Education Sciences has funded nine grants in the area of reading in 2003–2008 that were awarded to researchers who are members of the CSD community. www.ed.gov/about/offices/list/ies/index.html
- The NIH Institutional Research Training Grants (T32) are awarded to eligible institutions to develop or enhance research training opportunities for individuals interested in careers in biomedical, behavioral, or clinical research, and could be utilized to promote interdisciplinary efforts across campus. Between 2003 and 2008, 31 CSD programs have been awarded funds through this mechanism, but the degree of interdisciplinary collaborations is unknown. <http://grants.nih.gov/grants/guide/pa-files/PA-06-468.html>

5.7 Explore the creation of CSD institutes.

Institutes modeled after the Linguistics Society of America Summer Institutes could provide PhD students access to course work not available at their home campus and could provide isolated PhD students access to a cohort of student colleagues. (ASHA, CAPCSD)

Outcomes and Impact

- ASHA, the ASHFoundation, and CAPCSD co-sponsored the inaugural Summer Institute in Communication Sciences and Disorders (SICSD) in 2007 to promote PhD education in the discipline. Thirty-two students from 15 institutions participated in the SICSD held at the University of Iowa. CAPCSD plans to offer the Summer Institute every other year in the future, with the next Summer Institute planned for 2009 on the campus of The Ohio State University.
- Opportunities for collegiality exist within specialty conferences, and PhD students should be encouraged early on to engage with others and network within these niche communities.

5.8 Expand doctoral funding opportunities.

The most common need expressed by potential PhD students and PhD-granting institutions is funding for doctoral students. We must redouble our efforts to secure public and private funds to support doctoral education. (all groups, all organizations)

Outcomes and Impact

- ASHA engaged in federal advocacy for financial support for PhD education.
- ASHA assisted with including a \$268,000 FIPSE grant for PhD personnel preparation for

6. Doctoral Program Leadership

6.1 Devise faculty research development programs.

CSD programs in the fiscal year 2008 appropriations bill.

- ASHA advocated for loan forgiveness for CSD education to be included in the College Cost Reduction Act of 2007, passed by the U.S. House of Representatives.
- Information about research training and research career development opportunities is available from the NIH at <http://grants1.nih.gov/training/index.htm>.

The recommendations in this section and throughout this document assume that all programs will continue to strive to achieve the highest standards in the quality of faculty, students, and curriculum. Given that assumption, students must become informed consumers, attending the highest quality PhD programs available. For their part, PhD degree-granting institutions must provide key leadership in the effort to resurrect the research and academic base of the discipline, including educational experiences and support that will fully prepare students for careers in higher education. (academic programs)

A discipline-wide perspective on faculty research development must be adopted.

Departments must assist one another in providing the necessary intellectual and financial support for young scientists. This might include facilitating meetings of scientists working in the same subfield to provide young scientists direct access to senior mentors not available on their campus. (academic programs)

Outcomes and Impact

- ASHA sponsors a variety of mentoring programs to connect young scientists with resources and/or seasoned mentors to develop their research skills
 - Lessons for Success program
 - ASHA and ASHFoundation grant reviewer program
 - MARC mentoring program
 - Research Mentoring-Pair Travel Award
 - Research symposium at Convention
 - Roundtable mentoring and networking sessions at Convention
 - Researcher-Academic Town Meeting networking at Convention
 - AARC Award requires a faculty mentoring component
 - SPARC Award requires a faculty-student mentoring component
 - Audiology/Hearing Science Research Travel Award (ARTA)
 - Building Undergraduate–Faculty Researcher Connections
- ASHA maintains Web-based resources to provide information about research funding opportunities.
 - Federal and Private Funding Sources for Researchers
www.asha.org/members/phd-faculty-research/grants-funding/default-researchers.htm (4,231 views since 2004)
 - Grants and Funding
www.asha.org/members/phd-faculty-research/grants-funding/ (7,875 views since 2004)
 - Researcher Tools
www.asha.org/members/phd-faculty-research/researcher-tools/ (3,986 views since 2004)
 - ASHA Research electronic newsletter
www.asha.org/members/research/reports/ResearchList.htm (588 subscribers)

**6.2 Connect
peer research
networks.**

Supportive research networks are an important factor in faculty retention. Departments should assist young faculty in becoming engaged in such networks on their home campus or with colleagues in other institutions. (academic programs)

Outcomes and Impact

- ASHA's MARC program provides the opportunity for new faculty to be matched with a tenured faculty mentor in CSD for information and support with their academic and research careers.
- Opportunities for collegiality exist within specialty conferences, and new faculty should be encouraged to engage with other faculty and network within these niche communities.

**6.3. Revamp
curricula.**

Reengineering the curriculum will require numerous changes in instruction. PhD programs must revamp their curricula at all levels in a way that is consistent with doctoral preparation, including additional laboratory instruction, research instruction, additional course offerings (including honors course work) in basic processes of communication, shifting the relative emphasis of research and clinical instruction at all academic levels (including master's), ensuring a research focus in PhD programs, and development of postdoctoral experiences. They must also assist non-PhD degree-granting institutions with enhancing their curricula, especially in the areas of science and research. (academic programs)

6.4 Establishing systematic lines of recruitment from undergraduate and master's-only programs.

Outcomes and Impact

ASHA in conjunction with academic program representatives created a curriculum evaluation resource for the integration of clinical practice and research.

- Conducted a Web-enhanced teleseminar, *Integration of Clinical Practice and Research: Successful Curriculum Models*, in 2005 and disseminated the product to all academic programs.
- Developed a Web-based tool, *Quality Indicators for Integration of Clinical Practice and Research: Program Self-Assessment*, in 2006 and piloted academic program self-evaluation in 2007. Seven academic programs submitted Quality Indicators. A session about the Quality Indicators was presented at the 2008 ASHA Convention.
www.asha.org/members/phd-faculty-research/teach-tools/QIAssess.htm (814 views since 2006)

There must be concerted effort to partner with undergraduate and master's programs in developing potential pipelines of doctoral students. This will demand reaching out on the part of the doctoral programs as well as receptivity and cooperation on the part of non-PhD programs. Committee survey data highlighted the extent to which current pipelines are dry in that there is considerable unused capacity in doctoral programs (333 unfilled seats). (academic programs)

Outcomes and Impact

- The University of Cincinnati's IPDLE-3 program previously described in section 5.2 of this

6.5 Organize PhD student cohorts.

report is one example of PhD programs partnering with undergraduate and master's-only programs to recruit PhD students.

Existence of a peer support group is an important determiner of success in PhD studies.

Unfortunately, many of our doctoral programs are too small to provide such a support system. Efforts should be made to create student cohorts across disciplines or among institutions. (academic programs)

Outcomes and Impact

- ASHA expanded its Minority Student Leadership Program in 2006 to enroll 10 PhD students annually (30 PhD students have participated in 2006–2008).
- PhD students who participate in ASHA award programs are provided opportunities to connect during networking events sponsored at the Annual ASHA Convention.
- The 2007 SICSD provided opportunities for networking among the 32 PhD students who enrolled in the 6-week program.

2008 Joint Ad Hoc Committee on PhD Shortages

Strategic Plan: January 1, 2009 – December 31, 2011

COMMITTEE CHARGE

- Review available data collected via the HES to determine the status of PhD education in CSD
- Review outcomes from previous doctoral shortage initiatives and their impact achieved to date
- Identify future strategies
- Develop a work plan to address this issue within the discipline of CSD

NOTE: The Ad Hoc Committee on PhD Shortages Strategic Plan is aligned with the ASHA Strategic Pathway to Excellence. The committee's Strategic Objectives and Strategic Initiatives are listed in relation to the ASHA Strategic Pathway to Excellence Strategic Objectives. The format identifies the ASHA Strategic Objective with which the committee Strategic Objective is aligned. The Strategic Objective Commentary clarifies the intent of the Strategic Objective. The Strategic Objective Outcome and the Specific Performance Measures and Targets are indicated to determine whether the Strategic Objective Outcome has been achieved. The Strategic Initiatives identify the projects to be completed each year to achieve the Strategic Objective.

ASHA STRATEGIC OBJECTIVE SUPPORTED: Increase Number, Diversity, and Cultural Competence of Membership

COMMITTEE STRATEGIC OBJECTIVE: Increase the number of earned research doctorates

STRATEGIC OBJECTIVE COMMENTARY: This objective includes reviewing extant reliable and historical data available on earned research doctorates in “Audiology & Speech-Language Pathology” (www.norc.org/SED). These data relate to the preparation of future faculty and scientists, the ultimate outcome being addressed by this initiative. Breakdowns by gender and racial/ethnic status are readily available through the SED. It also includes publicizing the need for an increased number of PhD students, promoting options for PhD education, and gathering additional information, as needed, to better describe the pipeline of prospective PhD students and the distribution of enrolled, completed, and employed PhDs.

STRATEGIC OBJECTIVE OUTCOME: An increased number of PhD graduates with earned research doctorates are available to fill faculty positions in CSD programs.

PERFORMANCE MEASURES AND TARGETS:

1. At least 112 earned research doctorates are granted annually.
2. At least 165 new PhD students are enrolled in CSD programs annually.
3. 65% of PhD graduates in CSD take faculty positions.

STRATEGIC INITIATIVES: Multiple Years—2009–2011

1. By December 31, 2009, 2010, and 2011, ASHA and CAPCSD will publicize the critical shortage of PhDs to satisfy the need for faculty and knowledge generation in the field using a variety of media (e.g., recruitment materials—print, video, and Web-based).
2. By December 31, 2009, 2010, and 2011, ASHA, CAPCSD, and academic programs will continue, enhance, and implement programs for early identification and cultivation of potential PhD students, including, but not limited to

- developing strategies for attracting high-achieving students to the field of CSD, including high school students and undergraduates;
 - showcasing integrated research experiences and infusion of scientific preparation into curricular offerings at all levels to help identify, cultivate, and prepare prospective PhD students;
 - continuing to support and evaluate ASHA and others' efforts to encourage pursuit of academic-research careers (e.g., SPARC, MARC, and AARC).
3. By December 31, 2009, 2010, and 2011, ASHA and CAPCSD, in collaboration with the ASHA Governmental Relations and Public Policy Cluster, will advocate for increased funding for doctoral level personnel preparation opportunities and loan forgiveness programs for individuals seeking a PhD.
 4. By December 31, 2009, 2010, and 2011, CAPCSD and academic programs in CSD will advocate for more competitive faculty salaries including disseminating national, cross-disciplinary university salary information (e.g., Oklahoma State University annual Salary Survey and CAPCSD Salary Surveys).

STRATEGIC INITIATIVES: 2011

1. By December 31, 2011, ASHA, CAPCSD, and academic programs will support and disseminate information about diverse PhD education models (e.g., BA to PhD, combined AuD/PhD, combined master's/PhD, distance education components, partnerships with undergraduate and master's-only programs, summer institutes).
2. By December 31, 2011, ASHA and CAPCSD will encourage other stakeholders, including but not limited to state speech-language-hearing associations, Council of State Association Presidents, and granting agencies, to disseminate information and engage in activities that support PhD student and faculty recruitment and retention.
3. By December 31, 2011, ASHA and CAPCSD will encourage opportunities for research doctoral student and faculty peer support networks at institutes, research conferences, Conventions, and the Researcher-Academic Town meeting, as well as via Web-based communities.
4. By December 31, 2011, ASHA, ASHFoundation, and CAPCSD will continue and expand current products and activities geared toward success for student and faculty academic careers, including but not limited to

- funding mechanisms (e.g., AARC, SPARC, ASHFoundation, New Century);
- training/mentoring (e.g., sessions at Convention, roundtables, grant-writing workshop, grant reviewer workshop, and MARC)

ASHA STRATEGIC OBJECTIVE SUPPORTED: Improve Data Collection and Decision Making

COMMITTEE STRATEGIC OBJECTIVE: Improve the CSD higher education database related to research doctoral education

STRATEGIC OBJECTIVE COMMENTARY: This objective includes implementation of an organized effort by ASHA and CAPCSD to optimize collection and dissemination of complete and accurate data from academic programs and PhD candidates.

STRATEGIC OBJECTIVE OUTCOME: Availability of complete, accurate and timely data that will facilitate academic program planning and research doctoral preparation in CSD.

PERFORMANCE MEASURES AND TARGETS

1. A return rate of 85% of fully completed responses to the HES instruments (CAPCSD Demographic Survey, CAPCSD Salary Survey, Joint ASHA-CAPCSD Research Doctoral Survey, and the Graduate Guide Survey).
2. At least one report published annually for each of the HES instruments.
3. A 50% return rate on a survey from research doctoral degree candidates (i.e., course work and qualifying examination completed) related to the relevance and quality of their PhD education (e.g., Carnegie Foundation Graduate Student Survey).

STRATEGIC INITIATIVE: Multiple Years—2009–2011

1. By December 31, 2009, 2010, and 2011, following rollout of each HES survey instrument, CAPCSD and ASHA will implement action to increase response rate for HES instruments that includes, but is not limited to, concentrated follow-up efforts with unresponsive programs through e-mail and phone call contact.

STRATEGIC INITIATIVES: 2009

1. By January 1, 2009, CAPCSD and ASHA will continue to educate academic programs about participation in the HES surveys using a variety of media and activities, including but not limited to
 - articles in *The ASHA Leader*;
 - a planned schedule of e-mail notifications and reminders to CSD programs about the status of their individual survey;
 - a session on the HES at the ASHA Annual Convention and CAPCSD annual conference;
 - 1:1 consultation sessions available at the ASHA Convention and CAPCSD annual conference;
 - development of tools to facilitate effective and efficient survey completion.

2. By December 31, 2009, CAPCSD and academic programs will develop a process for collecting and disseminating data/information on students' perceptions about the quality of research doctoral education (e.g., Carnegie Foundation survey for research doctoral students) that includes developing a tool similar to the Carnegie Foundation survey that can be disseminated to doctoral degree-granting programs.

STRATEGIC INITIATIVES: 2011

1. By December 31, 2011, CAPCSD and ASHA will maintain and refine the HES and its database.
2. By December 31, 2011, CAPCSD and ASHA will examine trends of earned doctorates by area of study (i.e., audiology, speech-language pathology, speech and hearing science) using HES and other extant data (e.g., NORC, SED, and Council of Graduate Schools). For example, the impact of the AuD on PhD production will be examined.

ASHA STRATEGIC OBJECTIVE SUPPORTED: Improve Targeted Customization of Programs, Products, and Services

COMMITTEE STRATEGIC OBJECTIVE: Increase support to academic programs in recruitment, training, and retention of PhD students and faculty

STRATEGIC OBJECTIVE COMMENTARY: This strategic objective is less about particular innovations than about a commitment to the ongoing process of improvement. The particular initiatives and strategies outlined here are meant to be examples for improving access to and quality of research doctoral preparation and academic life.

To increase faculty retention, there is a need to develop self-study, print, and Web-based products designed to educate students, programs, and faculty about recruitment and retention (e.g., materials to help faculty understand job expectations and achieve tenure, and enhance their careers in teaching and research).

To increase access to and success in research doctoral education, there is a need to develop self-study, print, and Web-based products designed to educate programs about innovation and flexibility in recruitment, providing access to PhD programs, earning the research doctorate, and preparing students to be stewards of the discipline.

STRATEGIC OBJECTIVE OUTCOME: Improved access to and quality of research doctoral preparation and academic life.

PERFORMANCE MEASURES AND TARGETS

1. At least two repackaged/remarketed/retargeted products related to the recruitment and retention of PhD students and faculty for dissemination to all PhD programs
2. A 20% increase in the number of innovative/flexible academic programs for PhD education
3. At least 85% of PhD CSD programs complete the Graduate Guide Survey to populate EDFIND

STRATEGIC INITIATIVE: Multiple Years—2009–2011

1. By December 31, 2009, 2010, and 2011, ASHA, CAPCSD, and academic programs will develop and implement a plan to increase the number of and access to innovative/flexible PhD academic programs to include, but not limited to,
 - obtaining baseline data/information regarding existence of innovative/flexible programs;
 - sharing information about existing innovative and flexible programs;
 - disseminating information about funding resources to develop and implement innovative/flexible PhD programs;
 - advocating to external agencies (e.g., National Institute on Deafness and Other Communication Disorders and Department of Education) for increased institutional funding opportunities for innovative PhD training in CSD;
 - providing education to enhance successful personnel preparation grant applications.

STRATEGIC INITIATIVES: 2009

1. By December 31, 2009, ASHA will review for currency, repackage, and remarket current products for PhD students and new faculty, and disseminate to academic programs.
2. By December 31, 2009, ASHA and CAPCSD will continue to encourage and support academic programs in their completion of the Graduate Guide Survey in order to populate the HES EdFIND search interface with information about the requirements and opportunities for PhD education at their academic programs.
3. By December 31, 2009, ASHA, CAPCSD, and academic programs will develop a plan of activities for use by academic programs designed to increase the retention of faculty and PhD students and increase the number of faculty achieving tenure.