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Joint ASHA-CAPCSD Research Doctoral Survey Report, 2007-2008 Academic Year

American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289
301-296-5700
www.asha.org

Council of Academic Programs in Communication Sciences
and Disorders
P.O. Box 26532
Minneapolis, MN 55426
952-920-0966
www.capcsd.org

Introduction

The American Speech-Language-Hearing Association (ASHA) and the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) designed and conducted a joint research doctoral survey for the academic year 2007–2008 to collect data about research doctoral degree (PhD) programs in communication sciences and disorders (CSD). It was intended that data collected from this survey would inform initiatives undertaken by ASHA, CAPCSD, and other stakeholders to address an existing shortage of PhD students and faculty in CSD, as well as to measure progress toward addressing this shortage over time. [The 2002 Report of the Joint Ad Hoc Committee on the Shortage of PhD Students and Faculty in Communication Sciences and Disorders](#) documented the shortage and developed an initial plan to address the shortage (2002–2007). [The Report of the 2008 Joint Ad Hoc Committee on PhD Shortages in Communication Sciences and Disorders](#) includes information about activities completed to date and a strategic plan (2008–2011) to continue addressing the shortage.

The Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year, is part of ASHA’s Higher Education Data System (HES).

Survey Methodology

The data presented in this report were collected between March 16, 2009, and May 30, 2009, via the HES Joint ASHA-CAPCSD Research Doctoral Survey. This survey was electronically distributed to 70 academic institutions in the United States with PhD programs in CSD. These institutions may have had more than one PhD program (e.g., a program in audiology and another in speech and hearing sciences). The data collected reflect the fall 2007 through summer 2008 academic year.

The survey contained 38 questions of varying types, including multiple choice, matrix of choices, rating scale, and comment/essay box. Weekly reminders were sent to nonrespondents during the survey’s open period. Throughout May 2009, ASHA staff contacted faculty by telephone to encourage the completion of the survey. A total of 48 institutions completed and submitted the survey, representing a 66% response rate.

Technical Notes

The data presented in this report are based on actual program responses; they have not been extrapolated to project responses as if a 100% response rate was attained. Where dashes (–) in tables occur, no data were provided.

Institutions were encouraged to complete the survey in its entirety. However, some institutions did not respond to all questions. Therefore, sum totals may vary across data tables.

The survey defined international students as those students who applied to a PhD program from outside the United States and were issued an F1, M1, or J1 Visa by the U.S. Government.

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Related Publications

Additional online resources include:

- American Speech-Language-Hearing Association. (2010). *2008–2009 academic year state-by-state data on graduate education in communication sciences and disorders*. Available from www.asha.org.
- Council of Academic Programs in Communication Sciences and Disorders. (2009). *2007–2008 demographic survey of undergraduate and graduate programs in communication sciences and disorders*. Available from www.capcsd.org.
- Council of Academic Programs in Communication Sciences and Disorders. (2010). *Report: 2009 CAPCSD survey of research doctoral students*. Available from www.capcsd.org.
- National Science Foundation. (2009). *Doctorate recipients from U.S. universities: Summary report 2007–08*. Available from www.norc.org/SED.htm.

Questions and Comments

Please direct your questions and comments regarding this report and the HES to the ASHA Academic Affairs unit at academicaffairs@asha.org.

Acknowledgments

The Joint ASHA-CAPCSD Research Doctoral Survey was designed by ASHA staff members Sharon Moss, Director, Scientific Programs and Research Development (former); Loretta Nunez, Director, Academic Affairs; and Sarah Slater, Director, Surveys and Information, in collaboration with academic program representatives John Ferraro (University of Kansas) and Jennifer Windsor (University of Minnesota), who were appointed by CAPCSD to consult on survey development.

This report was prepared by the following staff in ASHA's Academic Affairs and Surveys and Information units: Silvia Quevedo, Associate Director, Academic Affairs; Loretta Nunez, Director, Academic Affairs; Gail Brook, Research Analyst and Technical Writer, Surveys and Information; Larry Liu, Statistician, Surveys and Information; and Sarah Slater, Director, Surveys and Information. These units are overseen by Vic S. Gladstone, Chief Staff Officer for Audiology and Liaison to Academic Affairs, and Margaret Rogers, Chief Staff Officer for Science and Research. This report was also reviewed by CAPCSD members Cheryl Messick (University of Pittsburgh) and Larry Small (Bowling Green State University) in preparation for joint publication by ASHA and CAPCSD.

ASHA and CAPCSD would like to recognize and thank the college and university staff members who took the time to complete the survey. Their participation in this survey was critical and is greatly appreciated.

Highlights

Maximum Capacity for Admissions

- The median maximum research doctoral student capacity for admissions was five students (six for speech-language pathology, five for speech and hearing sciences, and four for audiology programs; see Table 1).

First-Year Enrollments

- A total of 130 first-year PhD enrollments were reported, with 52% in speech and hearing sciences, 35% in speech-language pathology, and 12% in audiology programs (see Table 2 and Figure 1).
- The majority (85%) of first-year PhD students were women (86% in speech-language pathology, 85% in audiology, and 83% in speech and hearing sciences programs; see Table 3 and Figure 2).
- Nearly two thirds (64%) of first-year PhD students were white (noninternational), 18% were from racial/ethnic minority groups (noninternational), and 18% were international students (see Table 4).
- First-year PhD students from racial/ethnic minority groups (noninternational) were most highly represented in speech-language pathology (25%), followed by speech and hearing sciences programs (17%). There were no first-year PhD students from racial/ethnic minority groups (noninternational) in audiology programs (see Table 4 and Figure 3).
- First-year PhD students who were international students were most highly represented in speech-language pathology (21%), followed by speech and hearing sciences (17%) and audiology programs (15%; see Table 4 and Figure 3).
- The survey respondents were asked to indicate whether first-year PhD students entered the program directly after completing their master's degree, clinical doctoral degree, clinical fellowship, or a number of years in clinical practice. Many respondents did not complete the survey item. Of those who did, "After practicing for 5 or fewer years" received the highest percentage (29%; see Table 5).
- The survey respondents were asked to rate the impact of six factors that had an impact on restricting the enrollment of PhD students. More than one third (41%) indicated that "insufficient number of qualified candidates applying" had a major impact (46% in speech and hearing sciences, 44% in audiology, and 35% in speech-language pathology programs). Nearly one quarter (24%) indicated that "insufficient student funding" had a major impact (38% in speech and hearing sciences, 19% in speech-language pathology, and 11% in audiology programs; see Table 6).

Graduation

- A total of 66 PhD degrees were granted, based on 64 programs reporting. Almost half (48%) were in speech-language pathology, 44% were in speech and hearing sciences, and 8% were in audiology. (Degree designations at universities differ and these percentages reflect the degree designations within the programs responding; see Table 7 and Figure 4).
- Nearly three quarters (71%) of those earning a PhD were women (72% in speech-language pathology and speech and hearing sciences, and 60% in audiology; see Table 8 and Figure 5).

Graduation, continued

- Of the PhDs granted, 56% were earned by students who were white (noninternational), 22% by students from racial/ethnic minority groups (noninternational), and 22% by international students (see Table 9).
- Students from racial/ethnic minority groups (noninternational) who earned a PhD were most highly represented in speech-language pathology (28%), followed by speech and hearing sciences (21%). There were no PhD graduates from racial/ethnic minority groups (noninternational) in audiology programs (see Table 9 and Figure 6).
- International students who earned a PhD were most highly represented in speech and hearing sciences (28%), followed by speech-language pathology (21%). There were no international students who earned a PhD in audiology programs (see Table 9 and Figure 6).
- A total of 62 dissertations were completed, based on 30 institutions reporting. Of these institutions, the number of completed dissertations ranged from one to seven at any one institution. Eight institutions reported three or more dissertations completed. (These data are not presented in any table.)
- A total of 22 PhD students expressed their intent not to complete the degree when one or more of these requirements remained outstanding: academic course work, comprehensive exams, and the dissertation. For 17 of the 22 students (77%), all three requirements remained outstanding (see Table 10).

Time to Degree

- The majority (67%) of all PhD students completed their PhD requirements in 4, 5, or 6 years (25%, 26%, and 16%, respectively; see Table 11).

Employment

- Nearly half (44%) of all PhD graduates were employed as faculty in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Eighteen percent had a postdoctoral position; 13% had a clinical position in a nonacademic setting (see Table 12).

Funding for Research, Training, and Personnel Preparation

- PhD programs were awarded funding for research, training, and personnel preparation from a variety of federal, state, university, and private foundation sources. As an example, the majority of PhD programs received federal funding for research (77% of speech-language pathology, 67% of audiology, and 67% of speech and hearing sciences programs; see Table 13). Of the federal sources, the National Institutes of Health (NIH) was the predominant funder of research (see Table 14).

Program Partnerships

- Across all areas of study, PhD programs tended to have partnerships within the same academic institution for the purposes of research, mentoring, faculty development, and personnel preparation. PhD programs in speech and hearing sciences also tended to have partnerships with another academic institution for the purpose of personnel preparation (see Table 15).

Student Funding

- Across all areas of study, a greater number of PhD students were funded through intramural sources than through extramural sources (see Table 16).
- Across all areas of study, a greater number of PhD students received a tuition/fee waiver or stipend or other additional funds than benefits (e.g., health care coverage and retirement contributions; see Table 17).
- Across all areas of study, a greater number of PhD students were required to complete a research assistantship as part of their funding package than a teaching assistantship or scholarship/fellowship (see Table 18).

Distance Education

- The majority (91%) of PhD programs offered no courses through distance education (100% of audiology, 92% of speech-language pathology, and 83% of speech and hearing sciences programs; see Table 19).

Research and Scholarly Activities

- Across all areas of study, more than one third (39%) of students completed a thesis prior to enrolling in a PhD program, 13% completed a Capstone Project, and 2% completed a dissertation from a non-CSD discipline. Students in audiology programs tended to have completed a Capstone Project; those in speech-language pathology and speech and hearing sciences programs tended to have completed a thesis (see Table 20).
- More than twice as many PhD students engaged in a research project (excluding the dissertation) or made a scientific presentation than published a journal article or book chapter as an author or coauthor (see Table 21).

Postdoctoral Training Opportunities and Appointments

- Nearly half (47%) of PhD programs offered postdoctoral training opportunities (50% of speech-language pathology, 46% of speech and hearing sciences, and 44% of audiology programs; see Table 22).
- The overall median maximum capacity for postdoctoral research appointments was two (see Table 23). The overall median number of filled postdoctoral appointments was zero (see Table 24). Overall, postdoctoral research appointments were filled at less than one third (32%) of their maximum capacity (see Table 25).
- The survey respondents were asked to indicate the length of time a single postdoctoral appointment could be held. Nearly two thirds (63%) reported “2 consecutive years” (75% for audiology, 73% for speech and hearing sciences, and 46% for speech-language pathology programs; see Table 26).
- PhD programs were asked whether all, some, or none of their postdoctoral appointments required U.S. citizenship. About half (53%) reported none, 41% reported some, and 6% reported all (see Table 27).

Student Recruitment and Retention

- Across all areas of study, the vast majority of PhD programs identified “provide funding” as an effective tool for recruiting potential PhD students (96% of speech and hearing sciences, 92% of speech-language pathology, and 89% of audiology programs; see Table 28).
- Across all areas of study, the majority of PhD programs identified “promote financial support structures designed to enhance academic and social integration” and “proactively match students with faculty” as effective tools for retaining enrolled PhD students (see Table 29).
- Nearly half (49%) of PhD programs had adopted a three-pronged entry approach to doctoral admissions. In addition to doctoral applicants being admitted after they finished their clinical degree (master’s or doctor of audiology [AuD]), two other approaches had been adopted by some programs: bachelor’s–PhD and post-master’s or post-clinical doctorate entry (see Table 30).

Faculty Recruitment and Retention

- A total of 543 PhD-level faculty were employed full-time with teaching and/or research responsibilities (at any degree program level), based on 68 programs reporting. Nearly half (236) were in speech and hearing sciences, 212 were in speech-language pathology, and 95 were in audiology programs (see Table 31).
- A total of 409 PhD-level faculty had remained employed full-time for 5 years or more by the institution’s CSD program, with 173 in speech and hearing sciences, 170 in speech-language pathology, and 66 in audiology programs (see Table 31).
- A total of 397 full-time equivalent (FTE) faculty (full-time or part-time) were assigned to the education of PhD students, with 164 in speech and hearing sciences, 157 in speech-language pathology, and 76 in audiology programs (see Table 31).
- Across all areas of study, the majority of PhD programs identified the following as effective tools for recruiting potential faculty (see Table 32):
 - make competitive (i.e., attractive) offer (time and money);
 - engage in informal networking at conferences, workshops, etc.;
 - initiate personal contact: calls, letters, e-mails (for relationship building);
 - ask faculty at other institutions about potential recruits.
- Across all areas of study, the majority of PhD programs identified the following as effective tools for retaining faculty (see Table 33):
 - allow faculty to determine how best to meet their productivity goals and objectives;
 - allow sufficient time to meet responsibilities and scholarly productivity goals;
 - offer competitive (i.e., attractive) salary and benefits package.

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Table 1.
Maximum Research Doctoral Student Capacity for Admissions by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Maximum Research Doctoral Student Capacity					Standard Deviation
			Sum	Median	Mean	Minimum	Maximum	
Audiology	28	18	73.0	4.0	4.1	0.0	9.0	2.6
Speech-Language Pathology	40	26	201.0	6.0	7.7	2.0	25.0	5.7
Speech and Hearing Sciences	42	24	157.0	5.0	6.5	1.0	20.0	5.2
Total	110	68	431.0	5.0	6.3	0.0	25.0	5.0

NOTE. **Maximum research doctoral student capacity for admissions** is defined as the maximum number of students who could be admitted to the degree program during the most recently completed academic year (fall through summer) given the program's known resources.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

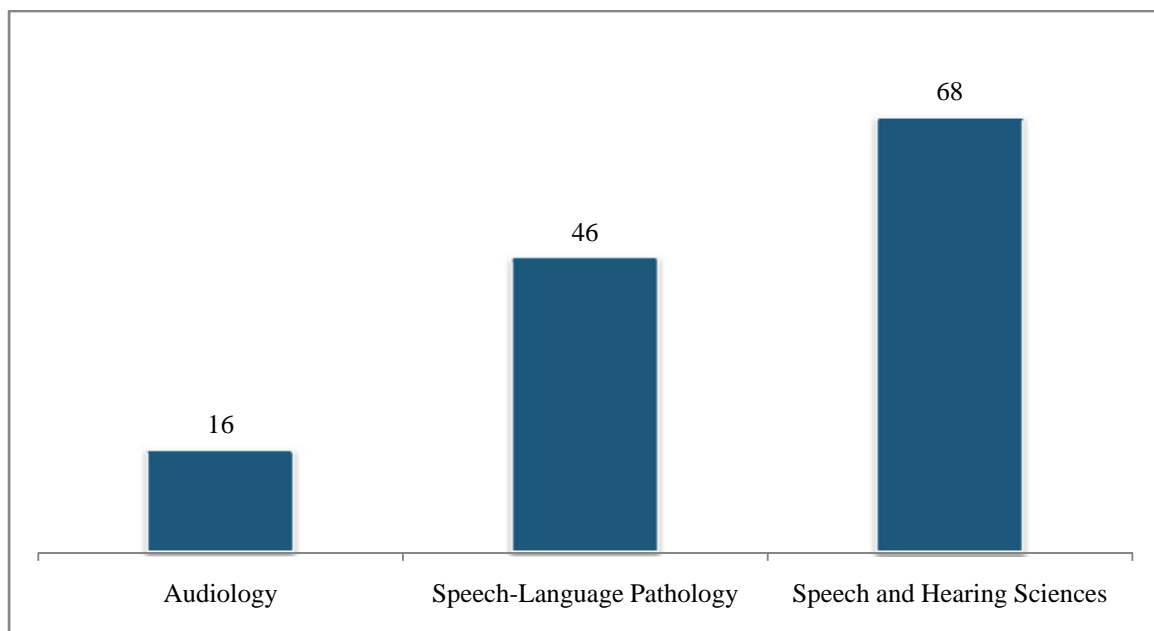
Table 2.
Number of First-Year Research Doctoral Enrollments by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Enrollments
Audiology	28	18	16
Speech-Language Pathology	40	24	46
Speech and Hearing Sciences	42	21	68
Total	110	63	130

NOTE. Some institutions offered only one doctoral degree program (speech and hearing sciences); therefore, all of their doctoral students are reported as speech and hearing sciences students regardless of their area of emphasis in the program (e.g., acoustics or neurogenic disorders).

SOURCE. HES Joint ASHA-CAPCS D Research Doctoral Survey, 2007–2008 Academic Year.

Figure 1.
Number of First-Year Research Doctoral Enrollments by Area of Study



See Table 2 for the number of existing and responding programs.

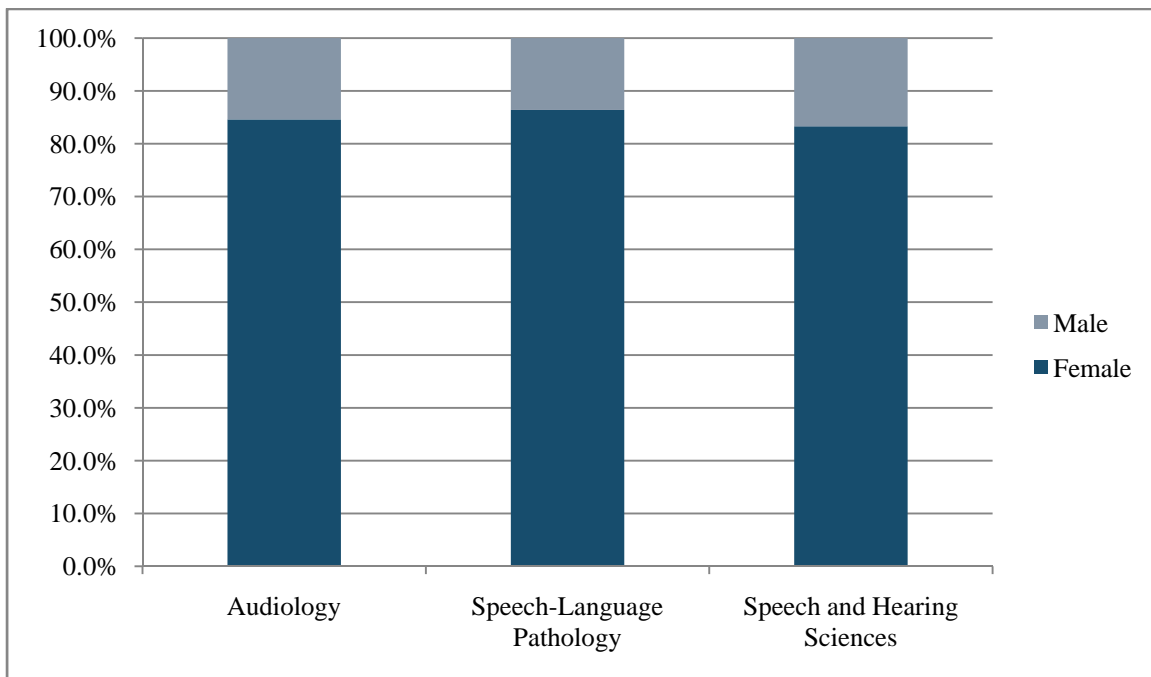
SOURCE. HES Joint ASHA-CAPCS D Research Doctoral Survey, 2007–2008 Academic Year.

Table 3.
Number and Percentage of First-Year Research Doctoral Enrollments by Area of Study and Gender

Area of Study	Number of Existing Programs	Number of Programs Responding	Number and Percentage of Enrollments			
			Male		Female	
Audiology	28	16	2	15.4%	11	84.6%
Speech-Language Pathology	40	22	6	13.6%	38	86.4%
Speech and Hearing Sciences	42	20	11	16.7%	55	83.3%
Total	110	58	19	15.4%	104	84.6%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Figure 2.
Distribution of First-Year Research Doctoral Enrollments by Area of Study and Gender



See Table 3 for the number of existing and responding programs.

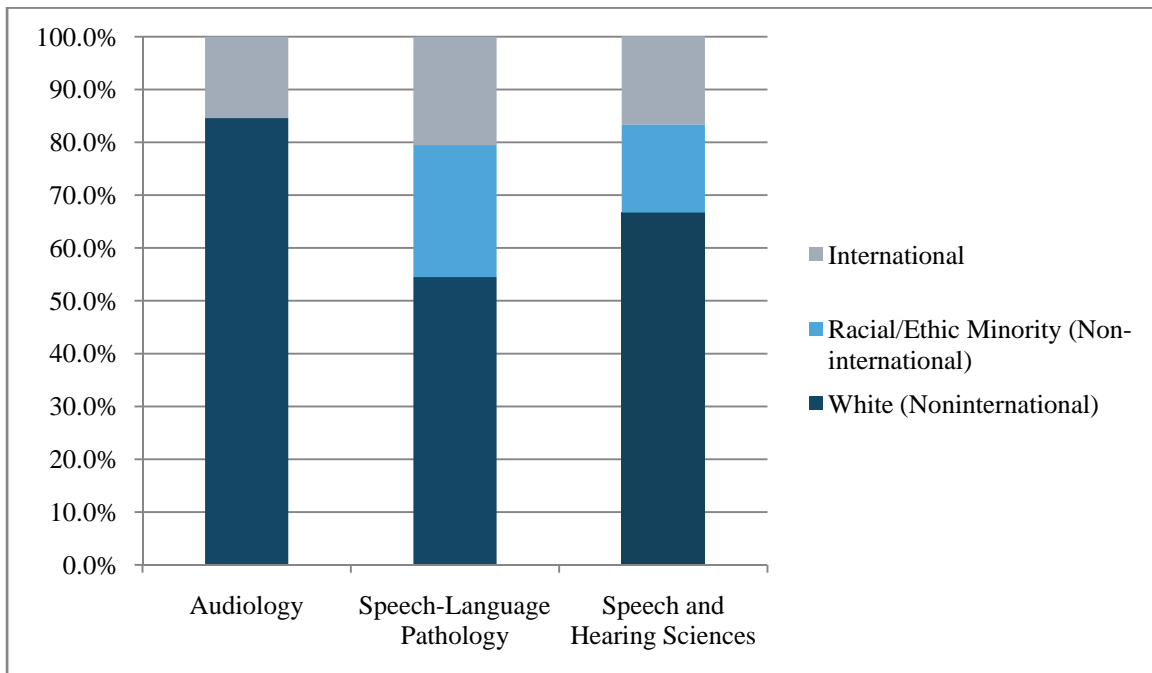
SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 4.
Number and Percentage of First-Year Research Doctoral Enrollments by Area of Study,
Race, Ethnicity, and International Status

Area of Study	Number of Existing Programs	Number of Programs Responding	Number and Percentage of Enrollments					
			White (Non-international)		Racial/Ethnic Minority (Non-international)		International	
Audiology	28	16	11	84.6%	0		2	15.4%
Speech-Language Pathology	40	22	24	54.5%	11	25.0%	9	20.5%
Speech and Hearing Sciences	42	20	44	66.7%	11	16.7%	11	16.7%
Total	110	58	79	64.2%	22	17.9%	22	17.9%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Figure 3.
Distribution of First-Year Research Doctoral Enrollments by Area of Study,
Race, Ethnicity, and International Status



See Table 4 for the number of existing and responding programs.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 5.
Number and Percentage of First-Year Research Doctoral Enrollments by Area of Study and Preceding Experience

Area of Study	Number of Existing Programs	Number of Programs Responding	Total First-Year Enrollments	Experiences Preceding Enrollment											
				Immediately Following Receipt of <u>Master's Degree</u>		Immediately Following Receipt of <u>Clinical Doctoral Degree</u>		Immediately Following Completion of <u>Clinical Fellowship</u>		After Practicing for 5 or Fewer Years		After Practicing for 6 or More Years		Preceding Experience <u>Not Reported</u>	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Audiology	28	18	16	1	6.3%	4	25.0%	0		2	12.5%	1	6.3%	8	50.0%
Speech-Language Pathology	40	24	46	12	26.1%	0		2	4.3%	15	32.6%	5	10.9%	12	26.1%
Speech and Hearing Sciences	42	21	68	10	14.7%	1	1.5%	1	1.5%	21	30.9%	16	23.5%	19	27.9%
Total	110	63	130	23	17.7%	5	3.8%	3	2.3%	38	29.2%	22	16.9%	39	30.0%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 6.
Research Doctoral Programs' Ratings of the Impact of the Following Factors in Restricting Enrollment by Area of Study

Area of Study	Factors Restricting Enrollment	Number of Existing Programs	Number of Programs Responding	Programs' Ratings of the Impact of Each Factor							
				Major		Moderate		Minor		Not a Factor	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Audiology	Faculty Expertise Not Available	28	18	1	5.6%	3	16.7%	2	11.1%	12	66.7%
	Insufficient Faculty Time	28	18	1	5.6%	3	16.7%	3	16.7%	11	61.1%
	Insufficient Number of Faculty	28	18	–	–	3	16.7%	4	22.2%	11	61.1%
	Insufficient Student Funding	28	18	2	11.1%	6	33.3%	4	22.2%	6	33.3%
	Insufficient Number of Qualified Candidates Applying	28	18	8	44.4%	4	22.2%	2	11.1%	4	22.2%
	Insufficient Lab Space	28	18	–	–	–	–	4	22.2%	14	77.8%
Speech-Language Pathology	Faculty Expertise Not Available	40	26	2	7.7%	3	11.5%	5	19.2%	16	61.5%
	Insufficient Faculty Time	40	26	2	7.7%	1	3.8%	6	23.1%	17	65.4%
	Insufficient Number of Faculty	40	26	3	11.5%	–	–	7	26.9%	16	61.5%
	Insufficient Student Funding	40	26	5	19.2%	11	42.3%	3	11.5%	7	26.9%
	Insufficient Number of Qualified Candidates Applying	40	26	9	34.6%	7	26.9%	5	19.2%	5	19.2%
	Insufficient Lab Space	40	26	–	–	2	7.7%	5	19.2%	19	73.1%
Speech and Hearing Sciences	Faculty Expertise Not Available	42	24	1	4.2%	6	25.0%	7	29.2%	10	41.7%
	Insufficient Faculty Time	42	24	–	–	6	25.0%	4	16.7%	14	58.3%
	Insufficient Number of Faculty	42	24	1	4.2%	1	4.2%	10	41.7%	12	50.0%
	Insufficient Student Funding	42	24	9	37.5%	3	12.5%	2	8.3%	10	41.7%
	Insufficient Number of Qualified Candidates Applying	42	24	11	45.8%	6	25.0%	4	16.7%	3	12.5%
	Insufficient Lab Space	42	24	–	–	–	–	6	25.0%	18	75.0%
Total	Faculty Expertise Not Available	110	68	4	5.9%	12	17.6%	14	20.6%	38	55.9%
	Insufficient Faculty Time	110	68	3	4.4%	10	14.7%	13	19.1%	42	61.8%
	Insufficient Number of Faculty	110	68	4	5.9%	4	5.9%	21	30.9%	39	57.4%
	Insufficient Student Funding	110	68	16	23.5%	20	29.4%	9	13.2%	23	33.8%
	Insufficient Number of Qualified Candidates Applying	110	68	28	41.2%	17	25.0%	11	16.2%	12	17.6%
	Insufficient Lab Space	110	68	–	–	2	2.9%	15	22.1%	51	75.0%

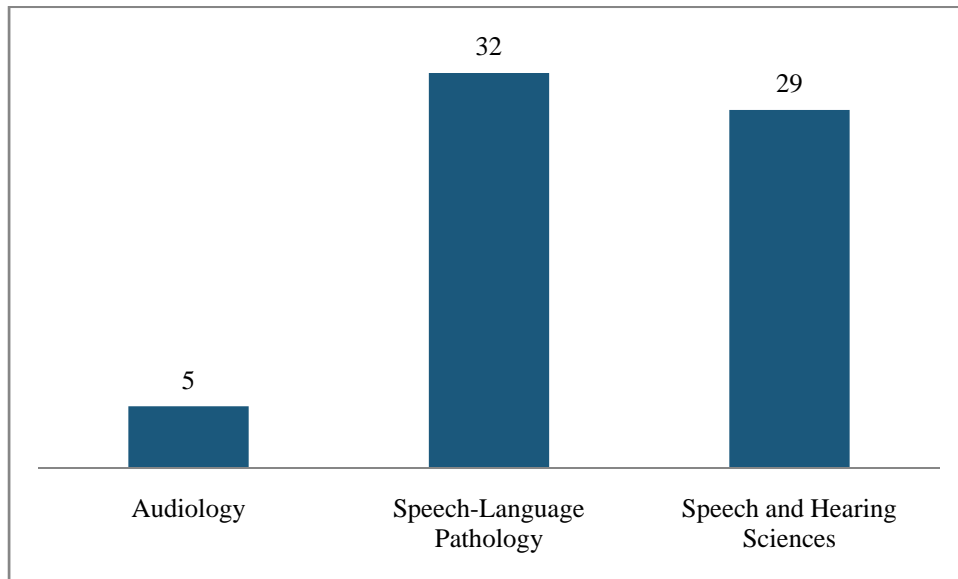
Table 7.
Number of Research Doctoral Degrees Granted by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Research Doctoral Degrees Granted
Audiology	28	18	5
Speech-Language Pathology	40	24	32
Speech and Hearing Sciences	42	22	29
Total	110	64	66

NOTE. Some institutions offered only one doctoral degree program (speech and hearing sciences); therefore, all of their doctoral students are reported as speech and hearing sciences students regardless of their area of emphasis in the program (e.g., acoustics or neurogenic disorders).

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Figure 4.
Number of Research Doctoral Degrees Granted by Area of Study



See Table 7 for the number of existing and responding programs.

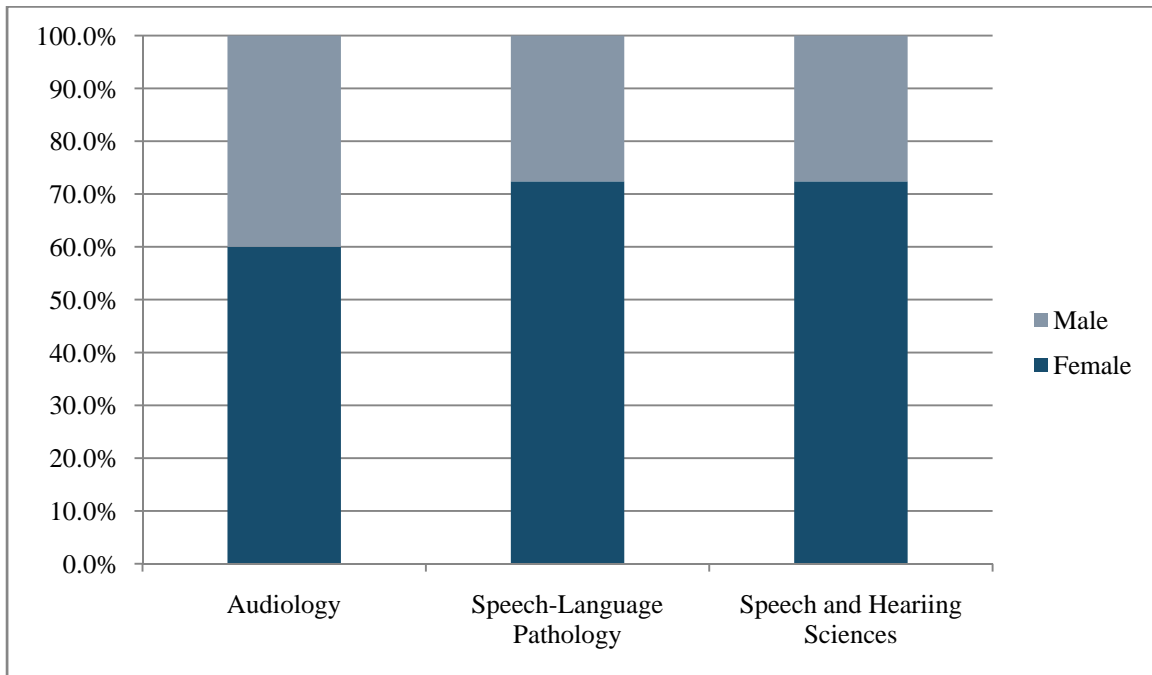
SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 8.
Number and Percentage of Research Doctoral Degrees Granted by Area of Study and Gender

Area of Study	Number of Existing Programs	Number of Programs Responding	Number and Percentage of Research Doctoral Degrees Granted			
			Male		Female	
Audiology	28	16	2	40.0%	3	60.0%
Speech-Language Pathology	40	22	8	27.6%	21	72.4%
Speech and Hearing Sciences	42	21	8	27.6%	21	72.4%
Total	110	59	18	28.6%	45	71.4%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Figure 5.
Distribution of Research Doctoral Degrees Granted by Area of Study and Gender



See Table 8 for the number of existing and responding programs.

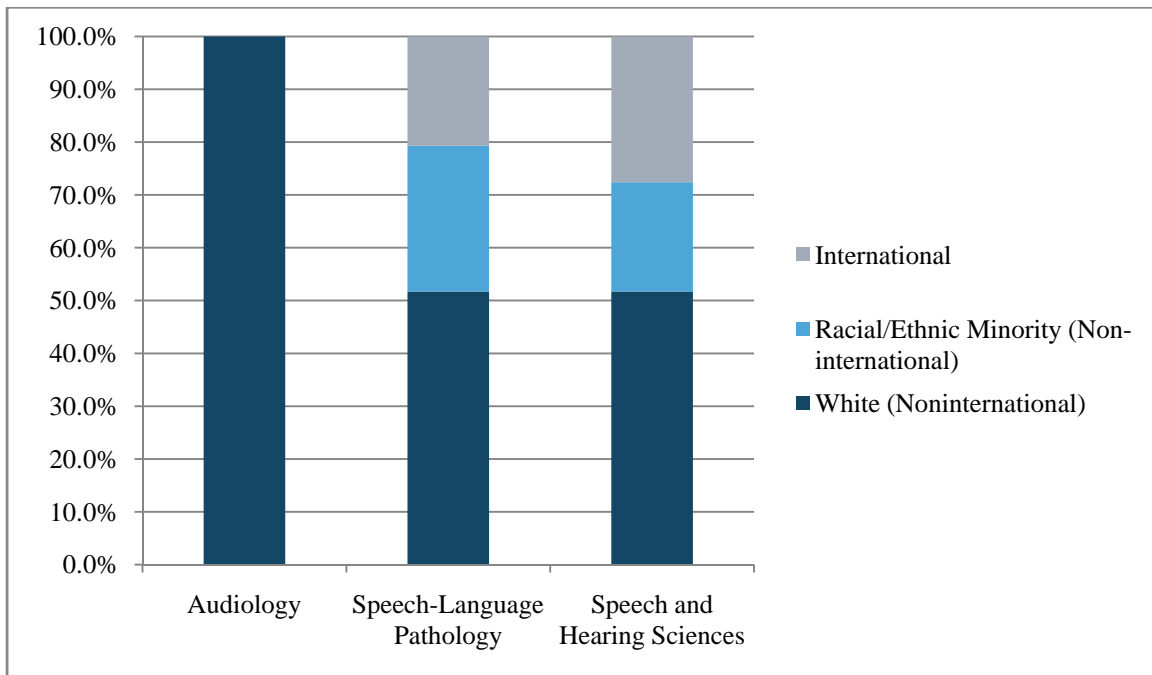
SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 9.
Number and Percentage of Research Doctoral Degrees Granted by Area of Study, Race, Ethnicity, and International Status

Area of Study	Number of Existing Programs	Number of Programs Responding	Number and Percentage of Research Doctoral Degrees Granted					
			White (Non-international)		Racial/Ethnic Minority (Non-international)		International	
Audiology	28	16	5	100.0%	0		0	
Speech-Language Pathology	40	22	15	51.7%	8	27.6%	6	20.7%
Speech and Hearing Sciences	42	21	15	51.7%	6	20.7%	8	27.6%
Total	110	59	35	55.6%	14	22.2%	14	22.2%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Figure 6.
Distribution of Research Doctoral Degrees Granted by Area of Study, Race, Ethnicity, and International Status



See Table 9 for the number of existing and responding programs.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 10.
 Number of Research Doctoral Students Who Expressed Their Intent Not to Complete the Degree When the
 Following Requirements Remained Outstanding by Area of Study

Area of Study	Number of Research Doctoral Students					Total Number of Research Doctoral Students
	Number of Existing Programs	Number of Programs Responding	Academic Course Work, Comprehensive Exams, Dissertation	Comprehensive Exams, Dissertation	Dissertation Only	
Audiology	28	18	1	2	1	4
Speech-Language Pathology	40	26	2	2	0	4
Speech and Hearing Sciences	42	24	14	0	0	14
Total	110	68	17	4	1	22

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 11.
Number of Research Doctoral Degrees Granted by Area of Study and Number of Years to Complete the Degree

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Years to Complete Research Doctoral Degree												Total
			1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	>10 Years		
Audiology	29	18	Count	1	1	0	3	4	3	0	0	1	0	1	14
			% of Row	7.1%	7.1%		21.4%	28.6%	21.4%			7.1%		7.1%	100.0%
Speech-Language Pathology	40	26	Count	2	1	1	7	9	6	3	1	1	1	1	33
			% of Row	6.1%	3.0%	3.0%	21.2%	27.3%	18.2%	9.1%	3.0%	3.0%	3.0%	3.0%	100.0%
Speech and Hearing Sciences	42	24	Count	0	1	4	9	7	3	3	1	1	0	0	29
			% of Row		3.4%	13.8%	31.0%	24.1%	10.3%	10.3%	3.4%	3.4%			100.0%
Total	111	68	Count	3	3	5	19	20	12	6	2	3	1	2	76
			% of Row	3.9%	3.9%	6.6%	25.0%	26.3%	15.8%	7.9%	2.6%	3.9%	1.3%	2.6%	100.0%

NOTE. The total number of PhDs noted in this table (76, with 14 in audiology, 33 in speech-language pathology, and 29 in speech and hearing sciences) does not match the total number of PhDs noted in Table 7 (66, with 5 in audiology, 32 in speech-language pathology, and 29 in speech and hearing sciences). ASHA and CAPCSD recognize this discrepancy and have edited the related survey questions to provide greater clarification to programs in the future.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 12.
Number and Percentage of Research Doctoral Graduates by Area of Study and Primary Employment Setting

Area of Study	Employment Setting	Number of Existing Programs	Number of Programs Responding	Number of Graduates	Percentage of Graduates
Audiology	Faculty in CAA Program	28	18	0	
	Faculty in Other CSD Non-CAA Program	28	18	1	25.0%
	Faculty in Other Discipline (e.g., Special Education)	28	18	0	
	Clinical Position in CAA Program	28	18	0	
	Clinical Position in Other CSD Non-CAA Program	28	18	0	
	Clinical Position in Nonacademic Setting	28	18	1	25.0%
	Administrative Position in CAA Program	28	18	0	
	Administrative Position in CSD Non-CAA Program	28	18	0	
	Administrative Position in Nonacademic Setting	28	18	0	
	Research Position in Nonacademic Setting	28	18	2	50.0%
	Postdoctoral Position	28	18	0	
	Postponed Employment	28	18	0	
	Position in Non-CSD or Non-Research-Related Setting	28	18	0	
	Unknown	28	18	0	
	Total	28	18	4	100.0%
Speech-Language Pathology	Faculty in CAA Program	40	26	13	39.4%
	Faculty in Other CSD Non-CAA Program	40	26	0	
	Faculty in Other Discipline (e.g., Special Education)	40	26	1	3.0%
	Clinical Position in CAA Program	40	26	0	
	Clinical Position in Other CSD Non-CAA Program	40	26	0	
	Clinical Position in Nonacademic Setting	40	26	8	24.2%
	Administrative Position in CAA Program	40	26	0	
	Administrative Position in CSD Non-CAA Program	40	26	1	3.0%
	Administrative Position in Nonacademic Setting	40	26	0	
	Research Position in Nonacademic Setting	40	26	1	3.0%
	Postdoctoral Position	40	26	6	18.2%
	Postponed Employment	40	26	0	
	Position in Non-CSD or Non-Research-Related Setting	40	26	0	
	Unknown	40	26	3	9.1%
	Total	40	26	33	100.0%

Continued

Table 12 Continued.

Area of Study	Employment Setting	Number of Existing Programs	Number of Programs Responding	Number of Graduates	Percentage of Graduates
Speech and Hearing Sciences	Faculty in CAA Program	42	24	17	54.8%
	Faculty in Other CSD Non-CAA Program	42	24	1	3.2%
	Faculty in Other Discipline (e.g., Special Education)	42	24	0	
	Clinical Position in CAA Program	42	24	2	6.5%
	Clinical Position in Other CSD Non-CAA Program	42	24	0	
	Clinical Position in Nonacademic Setting	42	24	0	
	Administrative Position in CAA Program	42	24	0	
	Administrative Position in CSD Non-CAA Program	42	24	1	3.2%
	Administrative Position in Nonacademic Setting	42	24	0	
	Research Position in Nonacademic Setting	42	24	2	6.5%
	Postdoctoral Position	42	24	6	19.4%
	Postponed Employment	42	24	1	3.2%
	Position in Non-CSD or Non-Research-Related Setting	42	24	1	3.2%
	Unknown	42	24	0	
	Total		42	24	31
Total	Faculty in CAA Program	110	68	30	44.1%
	Faculty in Other CSD Non-CAA Program	110	68	2	2.9%
	Faculty in Other Discipline (e.g., Special Education)	110	68	1	1.5%
	Clinical Position in CAA Program	110	68	2	2.9%
	Clinical Position in Other CSD Non-CAA Program	110	68	0	
	Clinical Position in Nonacademic Setting	110	68	9	13.2%
	Administrative Position in CAA Program	110	68	0	
	Administrative Position in CSD Non-CAA Program	110	68	2	2.9%
	Administrative Position in Nonacademic Setting	110	68	0	
	Research Position in Nonacademic Setting	110	68	5	7.4%
	Postdoctoral Position	110	68	12	17.6%
	Postponed Employment	110	68	1	1.5%
	Position in Non-CSD or Non-Research-Related Setting	110	68	1	1.5%
	Unknown	110	68	3	4.4%
	Total		110	68	68

SOURCE: HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 13.
Number and Percentage of Research Doctoral Programs Awarded Funding by Area of Study,
Type of Funding Source, and Type of Grant/Contract

Area of Study	Type of Funding Source	Number and Percentage of Programs Awarded Funding by Type of Grant/Contract						Total Number and Percentage of Programs Awarded Funding	
		Research		Training		Personnel Preparation			
Audiology	Federal	12	66.7%	4	22.2%	3	16.7%	13	72.2%
	Private Foundation	3	16.7%	1	5.6%	0		4	22.2%
	State	1	5.6%	3	16.7%	3	16.7%	6	33.3%
	University	9	50.0%	5	27.8%	1	5.6%	10	55.6%
Speech-Language Pathology	Federal	20	76.9%	5	19.2%	7	26.9%	23	88.5%
	Private Foundation	4	15.4%	2	7.7%	0		5	19.2%
	State	3	11.5%	4	15.4%	2	7.7%	7	26.9%
	University	18	69.2%	4	15.4%	5	19.2%	21	80.8%
Speech and Hearing Sciences	Federal	16	66.7%	5	20.8%	6	25.0%	16	66.7%
	Private Foundation	7	29.2%	3	12.5%	0		9	37.5%
	State	3	12.5%	5	20.8%	5	20.8%	11	45.8%
	University	15	62.5%	7	29.2%	5	20.8%	20	83.3%

NOTE.

- 18 of 28 existing audiology research doctoral programs responded to this question.
- 26 of 40 existing speech-language pathology research doctoral programs responded to this question.
- 24 of 42 existing speech and hearing sciences research doctoral programs responded to this question.

The percentage in each table cell is the number of programs awarded funding in that cell divided by the total number of responding programs in the same area of study and multiplied by 100. For example, in the first cell, 66.7% is the number of audiology research doctoral programs awarded federal funding for research (which is 12) divided by the number of audiology research doctoral programs that responded to this question (which is 18) multiplied by 100.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 14.
Number and Percentage of Research Doctoral Programs Awarded Funding by Area of Study,
Source of Funding, and Type of Grant/Contract

Area of Study	Type of Funding Source	Funding Source	Number and Percentage of Programs Awarded Funding by Type of Grant/Contract					Total Number and Percentage of Programs Awarded Funding		
			Research	Training	Personnel Preparation					
Audiology	Federal	Agency for Healthcare Research and Quality	0		0		0	0		
		Department of Defense	2	11.1%	0	.0%	0	2	11.1%	
		Department of Education	2	11.1%	1	5.6%	3	16.7%	3	16.7%
		Department of Energy	0		0		0	0	0	
		Department of Veterans Affairs	2	11.1%	1	5.6%	0	3	16.7%	
		National Institutes of Health	11	61.1%	2	11.1%	0	11	61.1%	
		National Science Foundation	2	11.1%	1	5.6%	0	2	11.1%	
	Private Foundation	American Speech-Language-Hearing Foundation	2	11.1%	1	5.6%	0	3	16.7%	
		Bamford-Lahey Children's Foundation	0		0		0	0	0	
		Cleft Palate Foundation	0		0		0	0	0	
		Deafness Research Foundation	2	11.1%	0		0	2	11.1%	
		Howard Hughes Medical Institute	0		0		0	0	0	
		The Robert Wood Johnson Foundation	0		0		0	0	0	
		W.K. Kellogg Foundation	0		0		0	0	0	
	State	Department of Education	1	5.6%	2	11.1%	3	16.7%	5	27.8%
		Department of Health	1	5.6%	2	11.1%	0	2	11.1%	
	University	CSD Department	3	16.7%	4	22.2%	1	5.6%	4	22.2%
		Graduate School	5	27.8%	3	16.7%	1	5.6%	5	27.8%
		Institution	7	38.9%	3	16.7%	1	5.6%	7	38.9%
	Speech-Language Pathology	Federal	Agency for Healthcare Research and Quality	0		0		0	0	
			Department of Defense	3	11.5%	0		0	3	11.5%
Department of Education			5	19.2%	2	7.7%	5	19.2%	9	34.6%
Department of Energy			0		0		0	0	0	
Department of Veterans Affairs			4	15.4%	0		1	3.8%	4	15.4%
National Institutes of Health			17	65.4%	3	11.5%	1	3.8%	19	73.1%
National Science Foundation			3	11.5%	1	3.8%	0	3	11.5%	
Private Foundation		American Speech-Language-Hearing Foundation	4	15.4%	1	3.8%	0	4	15.4%	
		Bamford-Lahey Children's Foundation	0		0		0	0	0	
		Cleft Palate Foundation	0		1	3.8%	0	1	3.8%	
		Deafness Research Foundation	0		0		0	0	0	
		Howard Hughes Medical Institute	0		0		0	0	0	
		The Robert Wood Johnson Foundation	0		0		0	0	0	
W.K. Kellogg Foundation	0		0		0	0	0			

Table 14 Continued.

Area of Study	Type of Funding Source	Funding Source	Number and Percentage of Programs Awarded Funding by Type of Grant/Contract						Total Number and Percentage of Programs Awarded Funding	
			Research		Training		Personnel Preparation			
Speech and Hearing Sciences	State	Department of Education	2	7.7%	4	15.4%	2	7.7%	6	23.1%
		Department of Health	1	3.8%	2	7.7%	0		3	11.5%
	University	CSD Department	4	15.4%	2	7.7%	3	11.5%	5	19.2%
		Graduate School	7	26.9%	3	11.5%	4	15.4%	10	38.5%
		Institution	13	50.0%	2	7.7%	4	15.4%	15	57.7%
	Federal	Agency for Healthcare Research and Quality	0		0		0		0	
		Department of Defense	3	12.5%	0		0		3	12.5%
		Department of Education	5	20.8%	3	12.5%	6	25	8	33.3%
		Department of Energy	0		0		0		0	
		Department of Veterans Affairs	0		0		0		0	
		National Institutes of Health	14	58.3%	3	12.5%	0		15	62.5%
		National Science Foundation	5	20.8%	0		0		5	20.8%
	Private Foundation	American Speech-Language-Hearing Foundation	6	25.0%	2	8.3%	0		8	33.3%
		Bamford-Lahey Children's Foundation	1	4.2%	1	4.2%	0		2	8.3%
		Cleft Palate Foundation	0		0		0		0	
		Deafness Research Foundation	2	8.3%	0		0		2	8.3%
		Howard Hughes Medical Institute	0		0		0		0	
The Robert Wood Johnson Foundation		0		0		0		0		
W.K. Kellogg Foundation		0		0		0		0		
State	Department of Education	2	8.3%	5	20.8%	5	20.8%	10	41.7%	
	Department of Health	1	4.2%	0		0		1	4.2%	
University	CSD Department	4	16.7%	4	16.7%	2	8.3%	7	29.2%	
	Graduate School	6	25.0%	6	25.0%	4	16.7%	14	58.3%	
	Institution	14	58.3%	4	16.7%	3	12.5%	16	66.7%	

NOTE.

- 18 of 28 existing audiology research doctoral programs responded to this question.
- 26 of 40 existing speech-language pathology research doctoral programs responded to this question.
- 24 of 42 existing speech and hearing sciences research doctoral programs responded to this question.

The percentage in each table cell is number of programs awarded funding in that cell divided by the total number of responding programs in the same area of study and multiplied by 100. For example, in the last cell, 66.7% is the number of speech and hearing sciences research doctoral programs awarded funding by institution regardless of grant/contract type (which is 16) divided by the number of speech and hearing sciences research doctoral programs that responded to this question (which is 24) multiplied by 100.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Respondents indicated in written comments other types of grants, contracts, and sources of funding awarded for research, training, or personnel preparation. Those sources included:

- American Tinnitus Association
- Autism Speaks
- Barra Foundation
- CH Foundation
- Dolfinger-McMahon Foundation
- Donaghue Foundation
- Eli Lilly Pharmaceuticals
- Graduate Training Fellowships
- Head Start
- Health Resources and Services Administration (HRSA) – Maternal and Child Health Bureau
- Jeanne Reed Foundation
- Malcolm Fraser Foundation
- March of Dimes
- National Organization for Hearing Research Foundation
- NEC Foundation of America
- Thrasher Research Fund
- Training Grant from the U.S. Department of Health and Human Services, Mother-Child Health Bureau

Table 15.
Number and Percentage of Research Doctoral Programs by Area of Study,
Program Partnerships/Collaborations, and Purpose

Area of Study	Program Partnerships/Collaborations	Number and Percentage of Programs by Partnerships/Collaborations and Purpose								Total Number and Percentage of Programs by Partnerships	
		Research		Mentoring		Faculty Development		Personnel Preparation			
Audiology	Within same academic institution	11	61.1%	8	44.4%	6	33.3%	4	22.2%	11	61.1%
	Another academic institution	8	44.4%	4	22.2%	2	11.1%	2	11.1%	8	44.4%
	Government agency	6	33.3%	2	11.1%	2	11.1%	2	11.1%	8	44.4%
	Industry	3	16.7%	1	5.6%	1	5.6%	1	5.6%	3	16.7%
	Health care facility	6	33.3%	4	22.2%	2	11.1%	1	5.6%	7	38.9%
	Private foundation	7	38.9%	1	5.6%	1	5.6%	1	5.6%	7	38.9%
	Professional or scientific association	3	16.7%	1	5.6%	2	11.1%	2	11.1%	5	27.8%
	School system	2	11.1%	1	5.6%	3	16.7%	3	16.7%	4	22.2%
Speech-Language Pathology	Within same academic institution	17	65.4%	12	46.2%	11	42.3%	6	23.1%	17	65.4%
	Another academic institution	14	53.8%	8	30.8%	3	11.5%	4	15.4%	15	57.7%
	Government agency	9	34.6%	2	7.7%	3	11.5%	1	3.8%	9	34.6%
	Industry	6	23.1%	1	3.8%	2	7.7%	0		6	23.1%
	Health care facility	7	26.9%	5	19.2%	4	15.4%	3	11.5%	8	30.8%
	Private foundation	6	23.1%	2	7.7%	1	3.8%	2	7.7%	6	23.1%
	Professional or scientific association	2	7.7%	1	3.8%	3	11.5%	3	11.5%	3	11.5%
	School system	9	34.6%	2	7.7%	2	7.7%	4	15.4%	10	38.5%
Speech and Hearing Sciences	Within same academic institution	16	66.7%	12	50.0%	6	25.0%	7	29.2%	16	66.7%
	Another academic institution	13	54.2%	11	45.8%	2	8.3%	7	29.2%	14	58.3%
	Government agency	6	25.0%	1	4.2%	0		3	12.5%	8	33.3%
	Industry	8	33.3%	2	8.3%	1	4.2%	4	16.7%	9	37.5%
	Health care facility	6	25.0%	2	8.3%	1	4.2%	4	16.7%	8	33.3%
	Private foundation	3	12.5%	0		0		2	8.3%	4	16.7%
	Professional or scientific association	4	16.7%	0		1	4.2%	2	8.3%	5	20.8%
	School system	8	33.3%	1	4.2%	2	8.3%	6	25.0%	10	41.7%

NOTE.

- 18 of 28 existing audiology research doctoral programs responded to this question.
- 26 of 40 existing speech-language pathology research doctoral programs responded to this question.
- 24 of 42 existing speech and hearing sciences research doctoral programs responded to this question.

The percentage in each table cell is the number of programs in that cell divided by the total number of responding programs in the same area of study multiplied by 100. For example, in the first cell, 61.1% is the number of audiology research doctoral programs with a partnership within the same academic institution for the purpose of research (which is 11) divided by the number of audiology research doctoral programs that responded to this question (which is 18) multiplied by 100.

SOURCE. HES Joint ASHA-CAPCSO Research Doctoral Survey, 2007–2008 Academic Year.

Table 16.
 Number of Research Doctoral Students Funded Through Intramural and Extramural Sources
 by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Students Funded	
			Intramural	Extramural
Audiology	28	18	58	17
Speech-Language Pathology	40	26	143	81
Speech and Hearing Sciences	42	24	110	67
Total	110	68	311	165

NOTE. These numbers reflect all students in the doctoral program who were funded through intramural and extramural sources (vs. newly enrolled students).

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 17.
 Number of Research Doctoral Students Who Received the Following Elements
 as Part of Their Funding Package by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Students		
			Tuition/Fee Waiver	Benefits (Health Care Coverage, Retirement Contributions, etc.)	Stipend or Other Additional Funds
Audiology	28	18	68	27	66
Speech-Language Pathology	40	26	200	111	207
Speech and Hearing Sciences	42	24	154	108	131
Total	110	68	422	246	404

NOTE. These numbers reflect all students in the doctoral program who received the above elements as part of their funding package (vs. newly enrolled students).

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 18.
 Number of Research Doctoral Students Who Were Required to Fulfill the Following Responsibilities
 as Part of Their Funding Package by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Students		
			Teaching Assistantship	Research Assistantship	Scholarship / Fellowship
Audiology	28	18	23	37	13
Speech-Language Pathology	40	26	82	111	37
Speech and Hearing Sciences	42	24	58	75	40
Total	110	68	163	223	90

NOTE. These numbers reflect all students in the doctoral program who were required to fulfill the above responsibilities as part of their funding package (vs. newly enrolled students).

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Respondents noted in written comments other responsibilities that students were required to fulfill as part of their funding packages:

- Project manager
- Residence hall assistant
- Research project manager
- Trainee position

Table 19.
**Number and Percentage of Research Doctoral Programs Offering Courses
 Through Distance Education by Area of Study**

Area of Study	Number of Existing Programs	Number of Programs Responding	Number and Percentage of Programs Offering Courses Through Distance Education								
			Some Courses		All Prerequisite Courses		All Courses Required for the Degree		No Courses		
Audiology	28	18	–	–	–	–	–	–	–	18	100.0%
Speech-Language Pathology	40	26	2	7.7%	–	–	–	–	–	24	92.3%
Speech and Hearing Sciences	42	24	4	16.7%	1	4.2%	–	–	–	20	83.3%
Total	110	68	6	8.8%	1	1.5%	–	–	–	62	91.2%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 20.

Number and Percentage of First-Year Research Doctoral Students Who Completed a Research Activity Prior to Enrolling in the Program by Area of Study and Research Activity Type

Area of Study	Number and Percentage of First-Year Students							
	Number of Existing Programs	Number of Programs Responding	Thesis		Capstone Project		Dissertation (From Non-CSD Discipline)	
			Total	Percentage Among Total First-Year Enrollments	Total	Percentage Among Total First-Year Enrollments	Total	Percentage Among Total First-Year Enrollments
Audiology	28	18	4	25.0%	6	37.5%	1	6.3%
Speech-Language Pathology	40	26	23	50.0%	5	10.9%	0	
Speech and Hearing Sciences	42	24	23	33.8%	6	8.8%	1	1.5%
Total	110	68	50	38.5%	17	13.1%	2	1.5%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Respondents noted in written comments other research activities that were completed by students prior to their enrollment in the program. They included:

- First-year research project
- Presentations
- Publications
- Research carried out as a master's-level faculty member; presented to us in lieu of candidacy research; accepted
- Research project completed while enrolled in a doctoral program at a different university
- Student has been assisting in an English dialect study in SPA Labs (www.spalabs.org) during the past 2 years.
- Taking a research design course and participating in research in lieu of thesis
- Undergraduate research experience
- Working in a faculty or research laboratory (3)

Table 21.
 Number of Research Doctoral Students Who Accomplished the Following Scholarly Activities
 by Area of Study and Type of Scholarly Activity

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Students Who Accomplished the Following Activities			
			Engaged in Research Project(s) Excluding the Dissertation	Made Scientific Presentation(s)	Published Journal Article(s) as Author or Coauthor	Published Book Chapter(s) as Author or Coauthor
Audiology	28	18	50	54	17	8
Speech-Language Pathology	40	26	141	169	79	14
Speech and Hearing Sciences	42	24	179	144	60	15
Total	110	68	370	367	156	37

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Respondents noted in written comments other scholarly activities accomplished by students. They included:

- Awarded extramural research funding
- Awarded intramural research funding
- Received an ASHA Foundation Award
- Received a Centers for Disease Control Dissertation Completion Award
- Received a Graduate School Dissertation Award
- Received nationally competitive research awards
- Submitted dissertation completion proposals
- Submitted grants

Table 22.
**Number and Percentage of Research Doctoral Programs Offering
 Postdoctoral Training Opportunities by Area of Study**

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of Programs	Percentage of Programs
Audiology	28	18	8	44.4%
Speech-Language Pathology	40	26	13	50.0%
Speech and Hearing Sciences	42	24	11	45.8%
Total	110	68	32	47.1%

SOURCE. HES Joint ASHA-CAPCS D Research Doctoral Survey, 2007–2008 Academic Year.

Programs were asked to provide a general description of their postdoctoral training opportunities. Following are their comments:

- All of our postdoctoral positions are supported by extramural funds. They include 100% effort for research activities, but postdocs have the opportunity to do extra service teaching in our department and participate on graduate student committees.
- All postdocs are grant-supported. Grant-supported postdoctoral fellows work in the labs of the grant PIs. The amount of compensation varies from \$25,000 to \$40,000/year, and all have some form of fringe benefits.
- Depends on the particular postdoc, but most involve research/research training with some teaching and clinical experiences if appropriate for the postdoc fellow.
- Generally funded by individual research grants.
- Postdoctoral position associated with a research grant. Responsibilities include discussion, development, and design of experiments. This person manages the laboratory, recruits subjects, tests most subjects, and maintains the database. Compensation is \$42,000 for 80% time and regular employee benefits. 2. Postdoctoral position funded from a university endowment. Responsibilities included conducting research. Compensation: individual was paid a competitive salary with benefits and was also paid additional funds for teaching a course.
- Research participation
- Research postdoctoral fellowships are grant-funded, and fellows are responsible for the conduct of research related to the funding source. Fellows are also encouraged to develop and conduct their own studies. Teaching postdoctoral fellowships are institution-funded, and fellows are required to teach up to two courses a year. They are assigned a laboratory mentor and are expected to develop and conduct research within the mentor's laboratory as well as collaborate on projects within the department or university.
- Serve as a coinvestigator on grants involving the study of the speech mechanism in stuttering. Competitive salary and benefits.

- The Department of Communication Disorders and Deaf Education has the capacity for one postdoctoral student per year in the area of child language disorders. A postdoctoral student would teach one course or supervise .25 FTE in the Speech and Hearing Center each semester. The remainder of the student's time would be spent on research. A postdoctoral student would receive \$30,000 per year plus health insurance for the student.
- For NIH F32 funding mechanisms for postdocs (most common mechanism), the potential postdoc writes the F32 application in consultation with a faculty member, and when that is funded, they become our postdoc. That is, we don't have funding for a standing department postdoc spot but always find space for anyone who wants to write a postdoc grant application.
- The postdoctoral program is funded by researchers' federal NIH grants. Each faculty member who has a grant hires a postdoctoral position and funds it at the federal allowed rate. The compensation includes university benefits. The position responsibilities include conducting and contributing to research activities including data collection, analyses, publication, and presentation.
- These may be funded through intramural and extramural sources. Offerings are variable depending on the need and funding source. We do not always choose to fill postdoctoral positions—particularly in cases where we might invest our funding preferentially in PhD students.
- Varies by laboratories and source of funding. NOTE: There were no postdoctoral appointments in 2005–2006.

Table 23.
Maximum Capacity for Postdoctoral Research Appointments by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Maximum Capacity for Postdoctoral Research Appointments				
			Sum	Median	Mean	Minimum	Maximum
Audiology	28	8	8	1	1.0	0	2
Speech-Language Pathology	40	13	26	2	2.0	0	5
Speech and Hearing Sciences	42	11	32	3	2.9	0	10
Total	110	32	66	2	2.1	0	10

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 24.
Total Number of Filled Postdoctoral Appointments by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Total Number of Filled Postdoctoral Appointments				
			Sum	Median	Mean	Minimum	Maximum
Audiology	28	8	2	0	0.3	0	2
Speech-Language Pathology	40	13	9	0	0.7	0	4
Speech and Hearing Sciences	42	11	10	1	0.9	0	3
Total	110	32	21	0	0.7	0	4

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 25.
Maximum Capacity for Postdoctoral Research Appointments and Total Number of Filled Postdoctoral Appointments by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Maximum Capacity for Postdoctoral Research Appointments	Total Number of Filled Postdoctoral Appointments	Percentage of Maximum Capacity for Filled Postdoctoral Research Appointments
Audiology	28	8	8	2	25.0%
Speech-Language Pathology	40	13	26	9	34.6%
Speech and Hearing Sciences	42	11	32	10	31.3%
Total	110	32	66	21	31.8%

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 26.
Length of Time a Single Postdoctoral Appointment Can Be Held by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Length of Time a Single Postdoctoral Appointment Can Be Held													
			Less Than 1 Full Academic Year		1 Year		2 Consecutive Years		3 Consecutive Years		4 Consecutive Years		5 Consecutive Years		6 or More Consecutive Years	
			n	%	n	%	n	%	n	%	n	%	n	%	n	%
Audiology	28	8	3	37.5%	4	50.0%	6	75.0%	2	25.0%	1	12.5%	1	12.5%	2	25.0%
Speech-Language Pathology	40	13	1	7.7%	5	38.5%	6	46.2%	5	38.5%	1	7.7%	1	7.7%	2	15.4%
Speech and Hearing Sciences	42	11	–	–	4	36.4%	8	72.7%	3	27.3%	2	18.2%	–	–	–	–
Total	110	32	4	12.5%	13	40.6%	20	62.5%	10	31.3%	4	12.5%	2	6.3%	4	12.5%

SOURCE. HES Joint ASHA-CAPCS D Research Doctoral Survey, 2007–2008 Academic Year.

Table 27.
Number of Postdoctoral Appointments Requiring U.S. Citizenship by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	U.S. Citizenship Required					
			<u>All Postdoctoral Appointments</u>		<u>Some Postdoctoral Appointments</u>		<u>No Postdoctoral Appointments</u>	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Audiology	28	8	–	–	4	50.0%	4	50.0%
Speech-Language Pathology	40	13	1	7.7%	5	38.5%	7	53.8%
Speech and Hearing Sciences	42	11	1	9.1%	4	36.4%	6	54.5%
Total	110	32	2	6.3%	13	40.6%	17	53.1%

SOURCE. HES Joint ASHA-CAPCS D Research Doctoral Survey, 2007–2008 Academic Year.

Table 28.

Number and Percentage of Research Doctoral Programs Indicating the Following Tools Were Effective in Recruiting Potential Students by Area of Study

Area of Study	Recruiting Tools	Number of Programs	Percentage of Programs
Audiology	Ask faculty at other institutions about potential students	8	44.4%
	Attend student presentations and poster sessions at conferences	3	16.7%
	Build research Web sites to showcase faculty research at program/institution	10	55.6%
	Exhibit at conferences (e.g., Graduate School Fair at ASHA Convention) for the express purpose of recruiting	11	61.1%
	Initiate personal contact: calls, letters, e-mails (for relationship building)	11	61.1%
	Offer conference presentation awards to graduate students	3	16.7%
	Promote undergraduate research programs on campus (campus-wide); hold end-of-year undergraduate research conference with presentations	6	33.3%
	Provide funding	16	88.9%
	Provide transportation awards for admitted students to visit program	3	16.7%
	Provide “welcome wagon” package on apartments, schools, day care (sell quality of life)	1	5.6%
	Sponsor group visits of students in training programs (e.g., local bachelor’s or master’s only institutions)	1	5.6%
	Use mailing lists (e.g., McNair scholars)	0	
	None of the above has been effective.	0	
	None of the above has been used by the program.	1	5.6%
Speech-Language Pathology	Ask faculty at other institutions about potential students	10	38.5%
	Attend student presentations and poster sessions at conferences	5	19.2%
	Build research Web sites to showcase faculty research at program/institution	12	46.2%
	Exhibit at conferences (e.g., Graduate School Fair at ASHA Convention) for the express purpose of recruiting	16	61.5%
	Initiate personal contact: calls, letters, e-mails (for relationship building)	15	57.7%
	Offer conference presentation awards to graduate students	2	7.7%
	Promote undergraduate research programs on campus (campus-wide); hold end-of-year undergraduate research conference with presentations	7	26.9%
	Provide funding	24	92.3%
	Provide transportation awards for admitted students to visit program	2	7.7%
	Provide “welcome wagon” package on apartments, schools, day care (sell quality of life)	1	3.8%
	Sponsor group visits of students in training programs (e.g., local bachelor’s or master’s only institutions)	1	3.8%
	Use mailing lists (e.g., McNair scholars)	1	3.8%
	None of the above has been effective.	0	
	None of the above has been used by the program.	1	3.8%

Continued

Table 28 Continued.

Area of Study	Recruiting Tools	Number of Programs	Percentage of Programs
Speech and Hearing Sciences	Ask faculty at other institutions about potential students	12	50.0%
	Attend student presentations and poster sessions at conferences	5	20.8%
	Build research Web sites to showcase faculty research at program/institution	13	54.2%
	Exhibit at conferences (e.g., Graduate School Fair at ASHA Convention) for the express purpose of recruiting	12	50.0%
	Initiate personal contact: calls, letters, e-mails (for relationship building)	12	50.0%
	Offer conference presentation awards to graduate students	2	8.3%
	Promote undergraduate research programs on campus (campus-wide); hold end-of-year undergraduate research conference with presentations	5	20.8%
	Provide funding	23	95.8%
	Provide transportation awards for admitted students to visit program	3	12.5%
	Provide “welcome wagon” package on apartments, schools, day care (sell quality of life)	1	4.2%
	Sponsor group visits of students in training programs (e.g., local bachelor’s or master’s only institutions)	0	
	Use mailing lists (e.g., McNair scholars)	2	8.3%
	None of the above has been effective.	1	4.2%
	None of the above has been used by the program.	0	

NOTE.

- 18 of 28 existing audiology research doctoral programs responded to this question.
- 26 of 40 existing speech-language pathology research doctoral programs responded to this question.
- 24 of 42 existing speech and hearing sciences research doctoral programs responded to this question.

The percentage in each table cell is the number of programs indicating the recruiting tool in the same row was effective divided by the total number of responding programs in the same area of study multiplied by 100. For example, in the first cell, 44.4% is the number of audiology research doctoral programs indicating that “Ask faculty at other institutions about potential students” was effective in recruiting potential students (which is 8) divided by the number of audiology research doctoral programs that responded to this question (which is 18) multiplied by 100.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Respondents noted in written comments other tools that were effective in recruiting potential students:

- Advertise funding opportunities.
- Obtaining a Leadership Personnel Grant from the USDE [U.S. Department of Education] was the most helpful.
- Offer multiple entry points into the PhD program; faculty visibility in research.
- Open house for graduate students each year with tour of research labs and clinical facility and all faculty.
- Provide research opportunities for master’s level and undergraduate students and encourage their participation in research. Encourage their attendance at research presentations on campus.
- Recruitment at local meetings (DCSHA [District of Columbia Speech-Language-Hearing Association]) and professional organization meetings (ASHA and NBASLH [National Black Association for Speech-Language and Hearing]) during informal interactions and networking with colleagues from other institutions.

- Schedule appointments across faculty members for prospective doctoral students when they visit the program. Attempts are made to have a group of potential AuD students visit at the same time, and they are taken on a tour of our clinical facilities, and they meet the faculty to hear about the programs.
- Students come to study with a faculty [member who] is productive in their interest areas. Faculty research and activities seem to be the most important recruiting tool.
- Successful PhD student recruitment has relied on offering competitive, multiple-year funding packages and attracting students to work with particular faculty members with established and visible research programs.

Table 29.
 Number and Percentage of Research Doctoral Programs Indicating the Following Tools Were Effective
 in Retaining Enrolled Students by Area of Study

Area of Study	Retaining Tools	Number of Programs	Percentage of Programs
Audiology	Enhance conflict management processes when conflicts arise	2	11.1%
	Hold focus groups with enrolled students	3	16.7%
	Improve structures of support between research advisors and doctoral candidates	8	44.4%
	Monitor/mark time to degree milestones (e.g., formal annual evaluations of student progress)	8	44.4%
	Proactively match students with faculty	10	55.6%
	Promote financial support structures designed to enhance academic and social integration	14	77.8%
	Promote visible recognition of student achievements	7	38.9%
	Sponsor colloquy (informal interaction to reduce isolation)	3	16.7%
	Sponsor “how to survive graduate school” workshops (promote group problem solving)	1	5.6%
	Sponsor social gatherings	5	27.8%
	None of the above has been effective.	1	5.6%
	None of the above has been used by the program.	2	11.1%
	Speech-Language Pathology	Enhance conflict management processes when conflicts arise	3
Hold focus groups with enrolled students		1	3.8%
Improve structures of support between research advisors and doctoral candidates		11	42.3%
Monitor/mark time to degree milestones (e.g., formal annual evaluations of student progress)		16	61.5%
Proactively match students with faculty		18	69.2%
Promote financial support structures designed to enhance academic and social integration		24	92.3%
Promote visible recognition of student achievements		9	34.6%
Sponsor colloquy (informal interaction to reduce isolation)		4	15.4%
Sponsor “how to survive graduate school” workshops (promote group problem solving)		1	3.8%
Sponsor social gatherings		4	15.4%
None of the above has been effective.		0	
None of the above has been used by the program.		1	3.8%

Continued

Table 29 Continued.

Area of Study	Retaining Tools	Number of Programs	Percentage of Programs
Speech and Hearing Sciences	Enhance conflict management processes when conflicts arise	1	4.2%
	Hold focus groups with enrolled students	3	12.5%
	Improve structures of support between research advisors and doctoral candidates	8	33.3%
	Monitor/mark time to degree milestones (e.g., formal annual evaluations of student progress)	10	41.7%
	Proactively match students with faculty	16	66.7%
	Promote financial support structures designed to enhance academic and social integration	24	100.0%
	Promote visible recognition of student achievements	6	25.0%
	Sponsor colloquy (informal interaction to reduce isolation)	10	41.7%
	Sponsor “how to survive graduate school” workshops (promote group problem solving)	2	8.3%
	Sponsor social gatherings	6	25.0%
	None of the above has been effective.	0	
None of the above has been used by the program.	0		

NOTE.

- 18 of 28 existing audiology research doctoral programs responded to this question.
- 26 of 40 existing speech-language pathology research doctoral programs responded to this question.
- 24 of 42 existing speech and hearing sciences research doctoral programs responded to this question.

The percentage in each table cell is the number of programs indicating the retaining tool in the same row was effective divided by the total number of responding programs in the same area of study and multiplied by 100. For example, in the first cell, 11.1% is the number of audiology research doctoral programs indicating that “Enhance conflict management processes when conflicts arise” was effective in retaining enrolled students (which is 2) divided by the number of audiology research doctoral programs that responded to this question (which is 18) multiplied by 100.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Respondents noted in written comments other tools that were effective in retaining students:

- A culture of productive people being kind to one another and celebrating one another's successes
- Classes specifically designed for doctoral students
- Extensive personalized grant-writing mentorship
- Frequent faculty-PhD student social gatherings
- Funding to support student travel and research projects
- PhD seminars on great topics
- Providing excellence in course work and research mentoring
- Research colloquia with lively discussions every 2 weeks
- We have developed a strong “cohort” model in which all students take certain core classes together. The research literature broadly on doctoral retention talks about the importance of “cohortness” among the students.

Table 30.
 Number and Percentage of Research Doctoral Programs That Have Adopted the Following Components
 of the Doctoral Education Model IPDLE-3*

Area of Study	Number of Existing Programs	Number of Programs Responding	Number and Percentage of Programs That Have Adopted the Following Components of IPDLE-3									
			Institutional Partnerships With Bachelor's Only Programs		Institutional Partnerships With Master's Only Programs		Distance Learning		3 Points of Entry (Bachelor's–PhD, Master's–PhD, Post-Master's or Post-Clinical Doctorate Entry)		None of These Components	
Audiology	28	18	2	11.1%	1	5.6%	1	5.6%	11	61.1%	7	38.9%
Speech-Language Pathology	40	26	2	7.7%	2	7.7%	1	3.8%	11	42.3%	14	53.8%
Speech and Hearing Sciences	42	24	2	8.3%	4	16.7%	2	8.3%	11	45.8%	9	37.5%
Total	110	68	6	8.8%	7	10.3%	4	5.9%	33	48.5%	30	44.1%

*The IPDLE-3 is the acronym for an innovative PhD education model called Institutional Partnerships, Distance-Learning Enhanced Education, and a Three-Pronged Entry Approach.

SOURCE. HES Joint ASHA-CAPCS D Research Doctoral Survey, 2007–2008 Academic Year.

Table 31.

Number of PhD-Level Faculty Employed Full-Time (at Any Degree Program Level), Number of PhD-Level Faculty Who Remained Employed Full-Time for 5 Years or More by the Institution's CSD Program, and Number of Full-Time Equivalent (FTE) Faculty Assigned to the Education of Research Doctoral Students by Area of Study

Area of Study	Number of Existing Programs	Number of Programs Responding	Number of PhD-Level Faculty Employed Full-Time With Teaching and/or Research Responsibilities (at Any Degree Program Level)	Number of PhD-Level Faculty Who Remained Employed Full-Time for 5 Years or More by the Institution's CSD Program	Number of FTE Faculty (Full-Time or Part-Time) Assigned to the Education of Research Doctoral Students
Audiology	28	18	95	66	76
Speech-Language Pathology	40	26	212	170	157
Speech and Hearing Sciences	42	24	236	173	164
Total	110	68	543	409	397

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Table 32.
**Number and Percentage of Research Doctoral Programs Indicating the Following Tools Were Effective
in Recruiting Potential Faculty by Area of Study**

Area of Study	Recruiting Tool	Number of Programs	Percentage of Programs
Audiology	Ask faculty at other institutions about potential recruits	11	61.1%
	Build research websites to showcase faculty research at program/institution	5	27.8%
	Create reentry opportunities (e.g., postdoctoral fellowships) for PhDs who seek faculty careers later in life	1	5.6%
	Engage in informal networking at conferences, workshops, etc.	14	77.8%
	Exhibit at conferences for the express purpose of recruiting faculty	3	16.7%
	Initiate personal contact: calls, letters, e-mails (for relationship building)	13	72.2%
	Make competitive offer (time and money)	11	61.1%
	Sell quality of life (e.g., provide “welcome wagon” package on apartments, schools, day care)	4	22.2%
	Use mailing lists	0	
	None of the above has been effective.	1	5.6%
	None of the above has been used by the program.	3	16.7%
Speech-Language Pathology	Ask faculty at other institutions about potential recruits	15	57.7%
	Build research websites to showcase faculty research at program/institution	5	19.2%
	Create reentry opportunities (e.g., postdoctoral fellowships) for PhDs who seek faculty careers later in life	2	7.7%
	Engage in informal networking at conferences, workshops, etc.	19	73.1%
	Exhibit at conferences for the express purpose of recruiting faculty	5	19.2%
	Initiate personal contact: calls, letters, e-mails (for relationship building)	18	69.2%
	Make competitive offer (time and money)	20	76.9%
	Sell quality of life (e.g., provide “welcome wagon” package on apartments, schools, day care)	6	23.1%
	Use mailing lists	4	15.4%
	None of the above has been effective.	0	
	None of the above has been used by the program.	5	19.2%
Speech and Hearing Sciences	Ask faculty at other institutions about potential recruits	14	58.3%
	Build research websites to showcase faculty research at program/institution	5	20.8%
	Create reentry opportunities (e.g., postdoctoral fellowships) for PhDs who seek faculty careers later in life	2	8.3%
	Engage in informal networking at conferences, workshops, etc.	17	70.8%
	Exhibit at conferences for the express purpose of recruiting faculty	4	16.7%
	Initiate personal contact: calls, letters, e-mails (for relationship building)	16	66.7%
	Make competitive offer (time and money)	20	83.3%
	Sell quality of life (e.g., provide “welcome wagon” package on apartments, schools, day care)	10	41.7%
	Use mailing lists	5	20.8%
	None of the above has been effective.	0	
	None of the above has been used by the program.	3	12.5%

NOTE.

- 18 of 28 existing audiology research doctoral programs responded to this question.
- 26 of 40 existing speech-language pathology research doctoral programs responded to this question.
- 24 of 42 existing speech and hearing sciences research doctoral programs responded to this question.

The percentage in each table cell is the number of programs indicating the recruiting tool in the same row was effective divided by the total number of responding programs in the same area of study and multiplied by 100. For example, in the first cell, 61.1% is the number of audiology research doctoral programs indicating that “Ask faculty at other institutions about potential recruits” was effective in recruiting potential faculty (which is 11) divided by the number of audiology research doctoral programs that responded to this question (which is 18) multiplied by 100.

SOURCE. HES Joint ASHA-CAPCS D Research Doctoral Survey, 2007–2008 Academic Year.

Respondents noted in written comments other tools or features that were effective in recruiting potential faculty. These include:

- Advertising in *The ASHA Leader*, in professional journals, and online
- Excellent support for career development
- Great people and facilities
- Passionate and positive scholarly and collegial culture
- Very generous laboratory start-up funds and facilities

Table 33.
Number and Percentage of Research Doctoral Programs Indicating the Following Tools Were Effective in Retaining Faculty by Area of Study

Area of Study	Retaining Tool	Number of Programs	Percentage of Programs
Audiology	Allow faculty to determine how best to meet their productivity goals and objectives	10	55.6%
	Allow sufficient time to meet responsibilities and scholarly productivity goals	15	83.3%
	Create a professional climate in which the use of family-friendly and work-life policies is encouraged, not penalized	9	50.0%
	Create flexibility in the probationary period for tenure review without altering the standards or criteria	3	16.7%
	Develop and encourage leadership and professional renewal opportunities	7	38.9%
	Offer competitive salary and benefits package	13	72.2%
	Offer salary enhancement	1	5.6%
	Provide assistance to new faculty hires with spousal/partner employment needs and other family-related relocation issues	1	5.6%
	Provide clear and consistently applied promotion and tenure guidelines	10	55.6%
	Promote visible recognition of faculty achievements	8	44.4%
Sponsor informal student/faculty gatherings (e.g., colloquy, social events)	2	11.1%	
Speech-Language Pathology	Allow faculty to determine how best to meet their productivity goals and objectives	16	61.5%
	Allow sufficient time to meet responsibilities and scholarly productivity goals	21	80.8%
	Create a professional climate in which the use of family-friendly and work-life policies is encouraged, not penalized	12	46.2%
	Create flexibility in the probationary period for tenure review without altering the standards or criteria	2	7.7%
	Develop and encourage leadership and professional renewal opportunities	11	42.3%
	Offer competitive salary and benefits package	16	61.5%
	Offer salary enhancement	4	15.4%
	Provide assistance to new faculty hires with spousal/partner employment needs and other family-related relocation issues	3	11.5%
	Provide clear and consistently applied promotion and tenure guidelines	8	30.8%
	Promote visible recognition of faculty achievements	10	38.5%
Sponsor informal student/faculty gatherings (e.g., colloquy, social events)	3	11.5%	
Speech and Hearing Sciences	Allow faculty to determine how best to meet their productivity goals and objectives	13	54.2%
	Allow sufficient time to meet responsibilities and scholarly productivity goals	18	75.0%
	Create a professional climate in which the use of family-friendly and work-life policies is encouraged, not penalized	11	45.8%
	Create flexibility in the probationary period for tenure review without altering the standards or criteria	4	16.7%
	Develop and encourage leadership and professional renewal opportunities	6	25.0%
	Offer competitive salary and benefits package	17	70.8%
	Offer salary enhancement	6	25.0%
	Provide clear and consistently applied promotion and tenure guidelines	11	45.8%
	Promote visible recognition of faculty achievements	9	37.5%
	Provide assistance to new faculty hires with spousal/partner employment needs and other family-related relocation issues	3	12.5%
Sponsor informal student/faculty gatherings (e.g., colloquy, social events)	1	4.2%	

NOTE.

- 18 of 28 existing audiology research doctoral programs responded to this question.
- 26 of 40 existing speech-language pathology research doctoral programs responded to this question.
- 24 of 42 existing speech and hearing sciences research doctoral programs responded to this question.

The percentage in each table cell is the number of programs indicating the retaining tool in the same row was effective divided by the total number of responding programs in the same area of study and multiplied by 100. For example, in the first cell, 55.6% is the number of audiology research doctoral programs indicating that “Allow faculty to determine how best to meet their productivity goals and objectives” was effective in retaining faculty (which is 10) divided by the number of audiology research doctoral programs that responded to this question (which is 18) multiplied by 100.

SOURCE. HES Joint ASHA-CAPCSD Research Doctoral Survey, 2007–2008 Academic Year.

Respondents noted in written comments other tools or features that were effective in retaining faculty:

- A formal program for mentoring junior faculty concerning career success
- A small fund is set aside to pay a portion of the travel expenses of faculty who are either being honored or presenting at a professional conference.
- Assure adequacy of research lab space as research programs grow. Create opportunities for networking within the university/possible collaboration.
- Great culture of collegiality and scholarly productivity. Strong faculty governance, opportunities to shape the program.
- Many of the mechanisms above are not under department control (e.g., family-friendly policies, promotion and tenure guidelines, and phased retirement are college/university policies) so it seems odd to include these here. Also, the list mixes provision of information with actual benefits/opportunities – it's really only the benefits that would seem to be most helpful in retention. Finally, some of these benefits might be worked out individually with a faculty member. (One size would not fit all.)
- Provide supportive mentoring within the department and through university-wide programs.
- Reduced teaching load to promote research
- Reduced teaching schedules to allow time in which to engage in research activities. External funding used to “buy-out” of some teaching obligations.