



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

# 2008 ASHA Researcher Survey Section Report: Respondent Demographics

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Written by the ASHA Researcher Survey Group

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## Summary

In an effort to better serve the interests and needs of the communication sciences and disorders (CSD) research community, a survey was fielded on August 5, 2008, to all American Speech-Language-Hearing Association (ASHA) constituents who indicated their primary or secondary employment function as researcher as well as to individuals who expressed interest in participating based on their response to an advertisement in the ASHA Research Digest e-mail list ( $n = 1,233$ ). Two follow-up reminders were sent to nonrespondents. A total of 303 responses were received, for a usable response rate of 24.6%. Note that of the 303 responses received, 209 individuals completed the entire survey; 94 dropped out of the survey prior to completing all questions.

The survey covered nine broad areas: education and preparation, areas of research, evidence-based practice, research mentoring, domestic and international research collaborations, publications and online tools, reviewer experiences, support for research (financial and institutional), and ASHA's role in supporting researchers.

This report presents a demographic description of the survey respondents.

## Education and Preparation

### *Highest Degree*

- Most of the respondents (86%) held a research doctoral degree (e.g., PhD): 69% in the CSD discipline and 17% outside of the discipline. Three percent held a clinical doctorate (e.g., AuD) in the CSD discipline, 9% held a master's degree, and 1% held a bachelor's degree.
- Most of the respondents (86%) had earned a doctorate from a Research I college or university, and 4% had earned a doctorate from a non-U.S. college or university. The median year in which the doctoral degree was conferred was 1997. The mean was 1994. The range was 1951–2008.

### *Educational Experiences*

- Fifty-nine percent of the respondents completed a master's thesis as part of their graduate work.
- Forty percent of the respondents had participated in a postdoctoral experience.
- The experiences that most positively contributed to their development as a researcher included attending conferences (85%), serving as a coauthor on a scholarly manuscript (83%), lab experiences (80%), and participating in the development and/or implementation of a grant application (76%; see Table 1).

**Table 1.** Indicate which of the following experiences contributed positively to your development as a researcher. (Select all that apply.)

Experience	Response Percentage
Attending conferences	84.8%
Serving as a coauthor on a scholarly manuscript	82.8%
Lab experiences	79.5%
Participating in the development and/or implementation of a grant application	75.9%
Receiving guidance from faculty (informal mentoring)	74.3%
Teaching a course	73.3%
Serving as a research assistant as a <u>doctoral</u> student	70.6%
Participating as a collaborator/consultant on a research grant	70.3%
Serving as a reviewer for a scholarly journal	68.6%
Providing clinical service	62.4%
Serving as a grant reviewer	46.2%
Serving as a research assistant as a <u>master's</u> student	38.3%
Postdoctoral experience	30.0%
Participating in a <u>formal</u> mentoring program	20.8%
Other (please specify)	(See below)

*n* = 303

**Other**

- Interdisciplinary experiences/collaborations (4)
- Networking with other researchers (4)
- Grant-writing experience (3)
- Mentoring students in research/student interaction (3)
- Research appointment at a hospital or manufacturer (3)
- Research experiences as an undergraduate student (3)
- Specific course work, department seminars, or doctoral program (3)
- General research experience acquired over time (2)
- Master's thesis (2)
- Affiliation with professional organizations (1)
- Curiosity (1)
- Professional development in research design (1)

**Employment / Research Experience**

*Area of Practice*

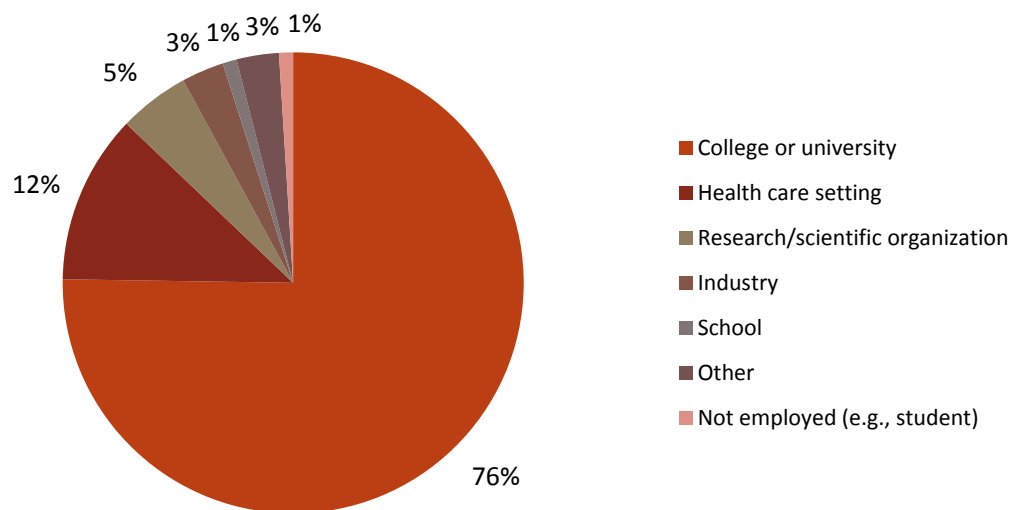
Over a third (39%) of the respondents reported that they practiced in the area of speech, language, or hearing science; 61% specified speech-language pathology as their area of practice, and 28% were in audiology. Nearly 12% reported that they practiced in other areas, including communication neuroscience, balance, linguistics, psychology, special education, and swallowing.

## Work Setting

Predictably, most of the respondents were college- or university-based (76%). Twelve percent were in a health care setting and 5% in a research/scientific organization, foundation, laboratory, or institute. About 3% were in industry and 1% in a school. Three percent were in other types of settings (e.g., a government research lab; see Figure 1).

**Figure 1.** Current Employment Facility of 2008 ASHA Researcher Survey Respondents.

Which of the following best describes your current employment facility? (Select one.)



*n* = 202

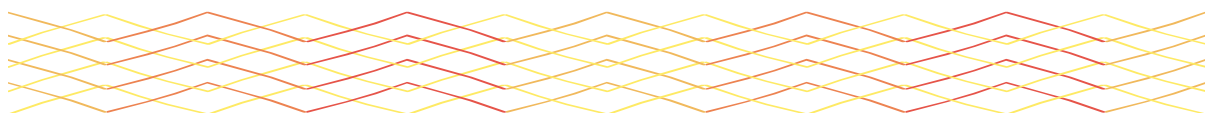
NOTE. Health care settings include hospitals and residential and nonresidential facilities. Schools include special, residential, pre-elementary, elementary, and secondary schools, and combined school settings.

## Basic Carnegie Classification Category

The respondents who were in a college or university setting reported that their institution was in one of the following Basic Carnegie classification categories:

- RU/VH: Research Universities (very high research activity; 37%)
- RU/H: Research Universities (high research activity; 21%)
- DRU: Doctoral/Research Universities (9%)
- Other Basic Carnegie classification category (5%)

About 29% of the respondents did not know the Basic Carnegie classification category of their college or university.



## Work Role

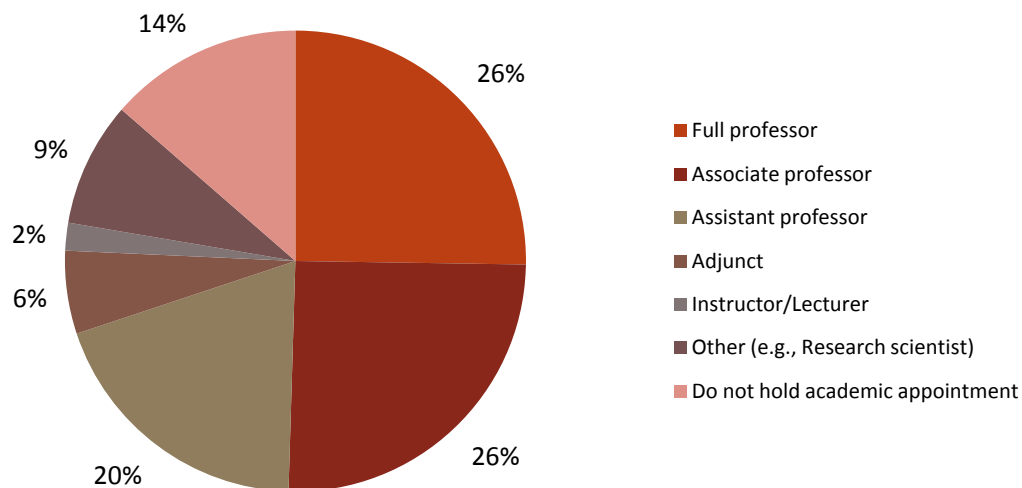
Researcher was the primary work role of the respondents (72%), followed by educator (57%) and administrator/director/chair/supervisor (21%). Other work roles were clinical service provider (12%), consultant (8%), doctoral student (5%), and postdoctoral fellow (4%). Five percent had other types of roles (e.g., research assistant). About 2% were unemployed or retired. The respondents were allowed to select multiple work roles.

## Academic Rank

About 26% of the respondents were full professors, 26% were associate professors, and 20% were assistant professors. Six percent were adjuncts, and 2% were instructors or lecturers. About 9% held another rank (e.g., research scientist or retired faculty). Nearly 14% did not hold an academic appointment (see Figure 2).

**Figure 2.** Current Academic Rank of 2008 ASHA Researcher Survey Respondents.

What is your current academic rank? (Select one.)



*n* = 200

NOTE. Because of rounding, figures may not total 100%.

## Tenure-Track Positions

Most of the respondents (61%) reported that they were in a tenure-track position, 28% reported that they were not, and 10% responded “Not applicable.”

## Years of Experience as a Researcher

The respondents had 10 years of experience as a researcher (median). The mean was 14 years. The range was 1–54 years.

### Percentage of Time Devoted to Research

- The respondents devoted 50% (median) of their time to research, including time dedicated to student research mentoring. The mean was 47%. The range was 0–100%.
- The respondents in colleges or universities devoted 50% of their time to research, as did those in health care settings (see Table 2).
- The amount of time devoted to research varied by primary work role. As would be expected, the respondents who were researchers devoted more time to research (50%) than did educators (40%), clinical service providers (30%), and administrators/directors/chairs/supervisors (25%; see Table 3).
- The amount of time devoted to research varied by academic rank as well. The respondents who were assistant professors devoted somewhat more time to research (50%) than did those who were associate professors or full professors (40% each; see Table 4).

**Table 2.** Percentage of Time Devoted to Research by Survey Respondents by Their Primary Work Setting.

Work Setting	<i>n</i>	Median	Mean	Standard Deviation	Range
School (special, residential, preschool, elementary, secondary, combined)	1	Data not reported			
College or university	152	50%	46%	25%	3%–100%
Health care setting (hospital, residential health care facility, nonresidential health care facility)	25	50%	53%	32%	2%–100%
Industry	4	Data not reported			
Research/scientific organization, foundation, laboratory, institute	10	Data not reported			

**Table 3.** Percentage of Time Devoted to Research by Survey Respondents by Their Primary Work Role.

Work Role	<i>n</i>	Median	Mean	Standard Deviation	Range
Doctoral student	11	Data not reported			
Postdoctoral fellow	8	Data not reported			
Clinical service provider	25	30%	39%	25%	0–100%
Educator	114	40%	39%	21%	0–100%
Researcher	145	50%	53%	26%	0–100%
Consultant	16	Data not reported			
Administrator/director/chair/supervisor	43	25%	30%	18%	5%–75%

**Table 4.** Percentage of Time Devoted to Research by Survey Respondents by Their Academic Rank.

Academic Rank	<i>n</i>	Median	Mean	Standard Deviation	Range
Adjunct	12	Data not reported			
Instructor	2	Data not reported			
Lecturer	1	Data not reported			
Assistant professor	37	50%	46%	23%	2%–90%
Associate professor	51	40%	43%	19%	5%–85%
Full professor	51	40%	46%	28%	5%–100%
Research assistant professor	1	Data not reported			
Research professor	2	Data not reported			
Clinical professor	1	Data not reported			
Emeritus professor	1	Data not reported			

## ASHA Affiliation

### *Membership, Certification, and Volunteerism*

- The majority of respondents (97%) reported that they were ASHA members.
- Over half of the respondents (59%) held the ASHA Certificate of Clinical Competence (CCC) in speech-language pathology, and about one quarter (27%) held the CCC in audiology. Sixteen percent did not hold certification.
- About one third (35%) of the respondents had held a volunteer position (e.g., on a committee, board, or council) within ASHA in the past 5 years.

## Demographics

### *Gender*

About three quarters (76%) of the respondents were female; 24% were male. Comparatively, 94% of ASHA's total constituency was female in 2008.

### *Age*

- The median age of the respondents was 50 years; the median year of birth was 1958. Comparatively, the average age of an ASHA constituent was 43 years in 2008.
- The age of the respondents ranged from 27 to 83 years; the year of birth ranged from 1925 to 1981.

### *Country of Primary Residence*

The majority of respondents primarily resided in the United States (95.5%). The remainder resided in Canada (2.5%) and Ecuador, Finland, Lebanon, and New Zealand (0.5% each).

## Ethnicity

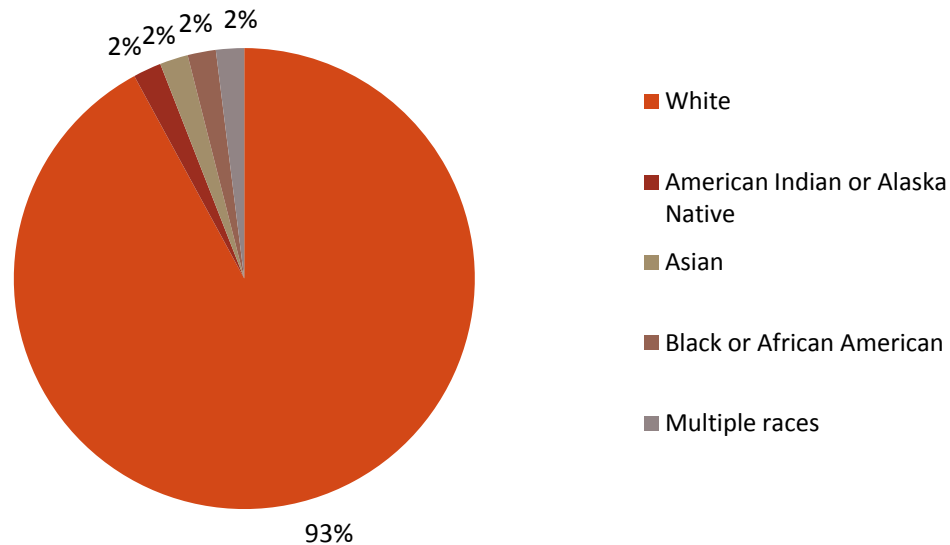
Four percent of the respondents were of Hispanic or Latino descent; 4% of ASHA constituents were also of Hispanic or Latino descent in 2008.

## Race

The majority of respondents (93%) described their race as White. Two percent reported their race as American Indian or Alaska Native, 2% as Asian, and 2% as Black or African American (see Figure 3). Comparatively, in 2008, the majority of ASHA constituents (93%) described their race as White. Less than 1% reported their race as American Indian or Alaska Native, 2% reported their race as Asian, 3% as Black or African American, and less than 1% as Native Hawaiian or Other Pacific Islander.

**Figure 3.** Race of 2008 ASHA Researcher Survey Respondents.

Which of the following best describes your race? (Select all that apply.)



*n* = 196

NOTE. ASHA follows federal standards for the classification on race and ethnicity. Following these standards, individuals may self-identify one ethnicity but more than one racial heritage. Because of rounding, figures may not total 100%.



## **Additional Information**

### *Additional Survey Reports*

Companion reports are also available on the ASHA Web site:

- *Executive Summary*
- *Areas of Research*
- *Research Processes*
- *Support for Research*
- *ASHA Resources*

### *Citation*

This report may be cited as follows: American Speech-Language-Hearing Association. (2010). *2008 ASHA Researcher Survey section report: Respondent demographics*. Available from [www.asha.org](http://www.asha.org).

### *Project Team*

The project team comprised Gail Brook, Research Analyst and Technical Writer; Joanne Jessen, Director of Publications (retired); Lemmietta McNeilly, Chief Staff Officer for Speech-Language Pathology; Sharon Moss (project director), Director, Scientific Programs and Research Development (former); Loretta Nunez, Director, Academic Affairs; Jim Potter, Director, Government Relations and Public Policy (former); Margaret Rogers, Chief Staff Officer for Science and Research; and Sarah Slater, Director, Surveys and Information.

### *Questions?*

Questions regarding this report may be directed to Gail Brook at [gbrook@asha.org](mailto:gbrook@asha.org), or Sarah Slater at [sslater@asha.org](mailto:sslater@asha.org).

### *Thank You*

Without the generous cooperation of the members who participate in our surveys, ASHA could not fulfill its mission to provide vital information about the professions and discipline to the Association membership and public. Thank you!