

NOTES FROM THE DISCUSSION FOR ISSUE I
The Ph.D. Shortage In Communication Sciences And Disorders

The outcome of the discussions included the following recommended ACTIONS for working through the extending Ph.D. shortage.

For CAPCSD:

- Encourage doctoral programs to consider flexibility in meeting the profession's needs. While some programs should continue traditional research-focused degrees, others may consider flexible programs for part-time work, summer, and so forth to address our clinical supervisors' need to further their careers and to develop and continue clinical research interests that are needed by the field.
- Create detailed, all-inclusive database on doctoral programs answering questions such as where they are, how long it takes to get through, and what the areas of specialty funding are.
- Include information in the Directory about online offerings (credit: degree, non-degree).
- Encourage member programs to survey current and former students to determine reasons for not pursuing the doctoral degree.

For CAPCSD and ASHA:

- Develop alliances among universities that act as "feeder programs." This would identify potential students early in the MA program to move them from master's only programs into a doctorate program. This would have them into Ph.D. program before they spend extensive time getting the master's and then the Ph.D.
- Develop a mechanism for doctoral programs to communicate with non-doctoral programs. Sharing concerns and issues is important.
- Hold joint summit of MA and Ph.D. programs to identify barriers to getting students interested and enrolled in Ph.D. programs (both traditional and non-traditional students).

- Assist programs in ways to educate undergrad and grad (MA and MS) students about the many facets of academic life other than research (e.g., campaigns designed to recruit people into the field.)
- Provide data on Ph.D. shortage sorted by type of program (e.g., Research I, II, Carnegie rating, etc.) That is, identify what type of programs are seeing more/less difficulty hiring faculty to fulfill their specific mission (teaching versus research).
- Target non-profit organizations (e.g., Stuttering Foundation of America) or service foundations (e.g., Sertoma, Scottish Rite, etc.) to consider funding Ph.D. “fellows”—students who are specializing in research/clinical areas that are of interest to organization.

For ASHA:

- Use ASHA funds to showcase PhD “funder programs.” Use these funds to take students (promising MA students) to these programs. Fund the student during a stay at that program so that they get an early experience at a Ph.D. program.
- Develop alternate programs to reach the non-traditional student. ASHA needs to give leadership to help modify the structure of the programs, especially in the area of clinical certification.
- Create marketing mechanisms to promote the profession as a fulfilling and flexible career path (e.g., video, website).
 - Develop an interactive, engaging web site for high school students and their counselors to use for information about speech-language pathology and audiology as professions.
 - Have special programs at ASHA conventions to attract potential Ph.D. candidates.
- Explore institutionalizing joint Ph.D./CFY programs to encourage more immediate enrollment in Ph.D. programs following completion of the master’s degree (rather than enrolling post-CFY).
- Encourage SIDs to focus on academic training.

For Undergraduate Programs:

- Establish formal undergraduate research opportunities.
- Begin the mentoring process at the undergraduate level. Engage Ph.D. researchers in work with undergrads.

For Undergraduate and Master's Programs:

- In undergraduate and master's programs, encourage strong master's-level people to get doctorates. Consider doctorates in other disciplines (e.g., literacy.) Recruit within our faculties.

For CSD Entry-Level Masters Programs:

- Use “one-on-one” approach to recruitment. Identify the student who shows promise in the master's program. Faculty need to encourage and invite those students. Instill confidence in those students. Encourage them to believe in their abilities.
- Put the “promising MA/MS” students in the labs as assistants as early as possible. Get them into the research culture as quickly as possible.
- Work to increase entry level salaries (consider approaching legislators, university administrators).
- Advisors/mentors encourage undergraduate and graduate students to pursue the PhD (e.g., recommend students consider it, help complete the applications, etc.).
- Ph.D. programs and MA programs should collaborate to facilitate increase of application (i.e., reciprocal programs).
- Increase research experiences of graduate students (e.g., fund graduate assistants).

For Doctoral Programs:

- Actively recruit the untapped pool of the non-traditional students. Reach them and be user friendly—understand that they come with different concerns.
- Develop strategies to make doctoral study more flexible to appeal to a broader audience, particularly non-traditional students.
- Consider the development of on-line Ph.D. programs.
- Au.D. programs should consider adding a research component.

- Increase flexibility (e.g., residency, timing of courses, etc.) and exterior funding.

For all entities:

- Increase prestige of working in “the academy” and earning the Ph.D.
 - Speak positively about academic career with student.
 - Identify academic degree at conferences and conventions.
- Make students aware of “outside” (university) funding possibilities.
- Encourage/fund graduate students to attend SID meeting.
- Encourage research to determine if there are differences in outcomes from traditional and various on-line courses.
- Educate the public (e.g., high school students) about our discipline and potential for doctorate study.

Other issues, concerns, and queries that were brought out in the group discussion are summarized below.

Research

- With the new standards requirements of competencies and the further reduction of undergraduate practicum hours, there is no time on the master’s level for fostering research or emphasis on basic speech/hearing science courses.
- There is a decline in master’s projects, research, and theses.
- Concern was expressed regarding diminishing role of research in University training programs. There is a need to instill excitement at all levels.
- Increasing our clinical research base is a way of attracting strong clinical people into doctoral programs.
- Concern was expressed because Au.D. curriculum usually does not include teaching and/or research and yet Au.D.s may move into academic positions. This is of concern for the programs and for the individuals because the Au.D. degree holder may struggle with meeting tenure/promotion standards because of limited research background.
- Can accreditation link to research (must have research component for undergrad to grad students in program)? How is this currently done?

Income

- The average length of time for a Ph.D. and the lack of income during that time are factors to be weighed when students contemplate the doctorate. The income of young Ph.D.s is not high enough to counterbalance the effort and loss of income. The motivation to obtain a Ph.D. is not money.
- Reduced salaries are not attractive to Ph.D. candidates.
 - At the same time there are concerns about the breakdown of the Ph.D. culture when we introduce the variation/flexibility of Ph.D. programs.
- It is difficult to recruit faculty when MA/MS clinicians who can earn salaries that are markedly higher than assistant professors.
 - How do we fund students who are moving away from a professional salary to a Ph.D. program?
- Funding within universities is questionable; this may underlie the problem.

Acceleration of process

- There is a need for recruitment with the possibility of streamlining the advancement of students in the Ph.D. programs, when a student shows interest and promise very early in master's programs.
- The CFY seems to be a significant piece that gets in the way.
- We have to tap into the undergraduate early. There is the model where you skip the MA program and go straight into the Ph.D. program.
- Ph.D. programs need to be sensitive to programmatic needs of undergraduate and master's institutions (supervisor, teaching and research).
- Concern was expressed because the length of time it takes to complete PhD is arbitrary.

Other

- There is a need for Ph.D.s to teach as well as to research. They need practice doing teaching. This might be an issue in unfulfilled searches. We are talking about

two types of Ph.D.s. We are talking about (1) a research PhD and (2) teacher/educator Ph.D.

- Innovative designs might help make things more possible for a variety of students.
 - There is a tendency to overlook the different needs within the university/college setting.
 - We need to reach the non-traditional student.
- ASHA's culture, as reflected in the ASHA Leader articles on POS, and the requirement issues and policies that resulted in choice of one journal and the need to pay for others, demonstrates ASHA's lack of support for research and emphasis on finance.
- We may move to clinical doctorate in SLP. The clinical doctorate is not the solution to this problem!
- The difficulties in access to doctoral programs experienced by practicing clinical supervisors on the mainland is exacerbated in Puerto Rico, a territory that trains Spanish and bilingual clinicians. Flexible programs and entry requirements are needed.
- Our profession has made a significant shift to a "professional model." We may be moving out of an academic model much like physical therapy did.
- We need to identify other disciplines that have had experiences with doctoral shortages. What have they done?
- Shortages are evident:
 - small pool of applicants
 - failed searches
 - retirements
 - programs closing
 - off campus supervision getting difficult to find
- How do you tap into any potential market?
- Online Ph.D.s appear to have low status at this time. This could be a viable alternate if quality can be ensured.
- Question: How many traditionally trained Ph.D.s do we really need? Can we use Ph.D.s from other disciplines?

- Important Ph.D. program components:
 - Mentoring
 - Cohorts
- There was a general concern for the lack of post-Ph.D. mentoring. What can ASHA do in an organized way to support new faculty and increase retention. Hopefully, this will be seen by prospective Ph.D. students as a sign of broader community support.
- Consider the present “culture” or cohort of potential doctoral candidates. How can we appeal to the “younger” generation of students?
- The decline in undergraduate enrollment needs to be considered as a piece of the future crisis.