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2010 Researcher-Academic Town Meeting



Building Capacity for the Research Doctorate

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*ASHA Researcher – Academic
Town Meeting*

*ASHA National Convention
Philadelphia PA November 17,
2010*

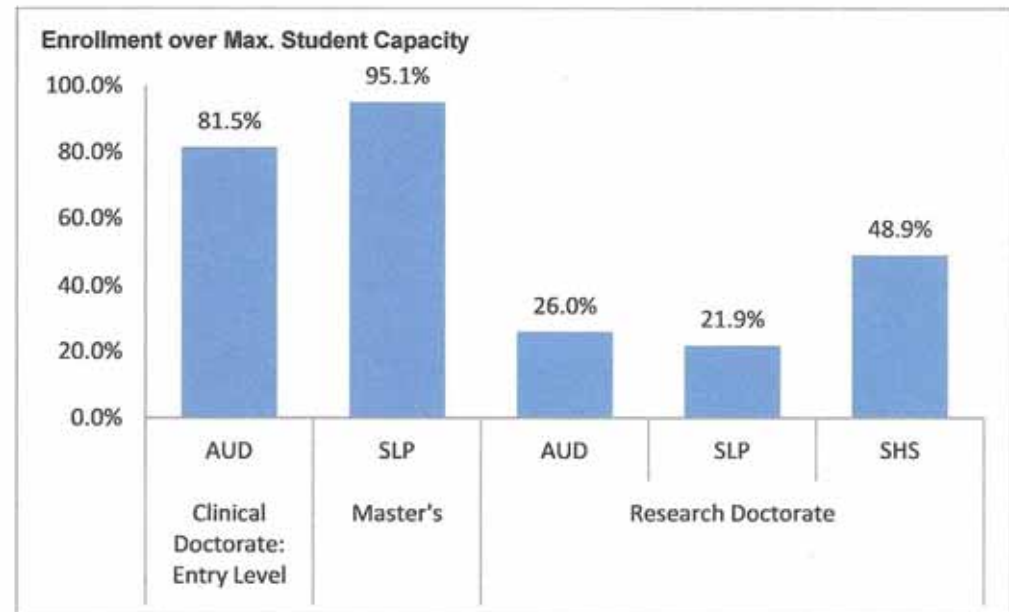


What's the Problem?

Data supporting effort to build to capacity:

- 75 Graduate programs in Audiology across the country; of these 29 (38%) offer the PhD
- ~ 1 PhD student enrolled per program 2008-09
- Capacity ~4 PhD students per program

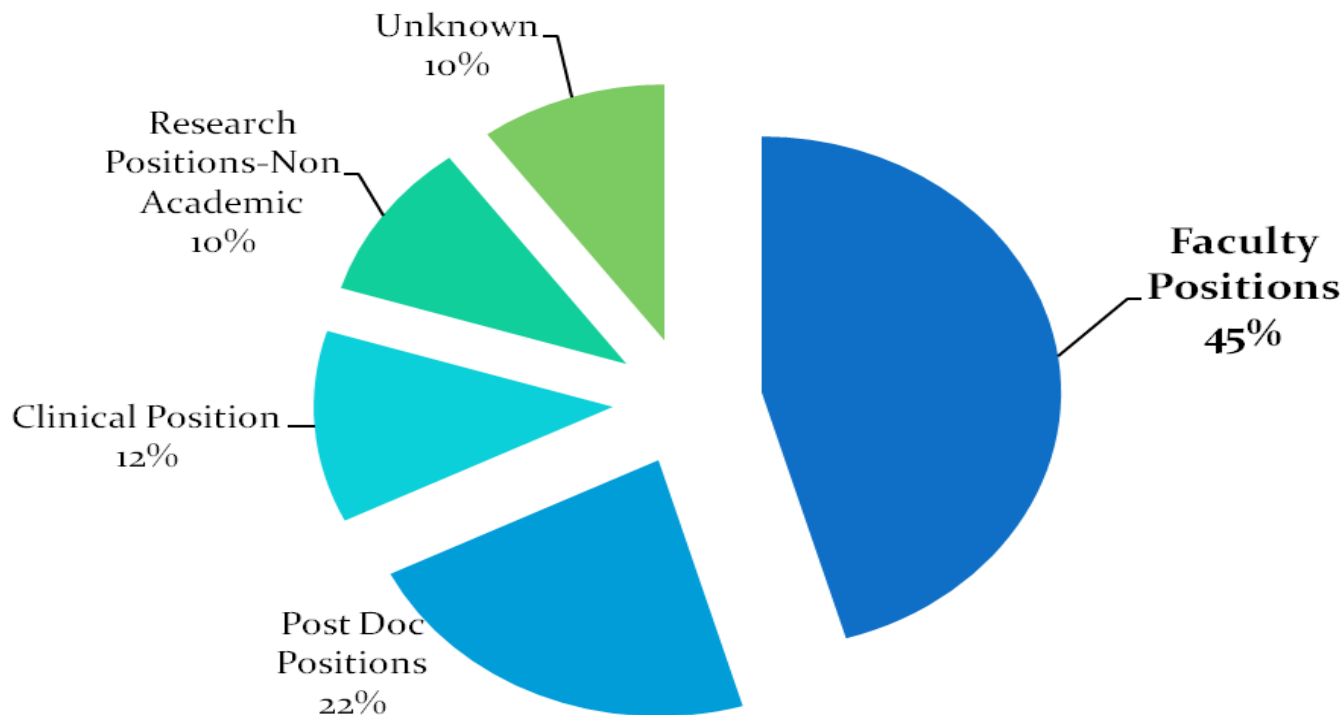
Figure 3A
First Year Enrollments vs. Maximum Student Capacity for Admissions
By Area of Study and Degree Type
2008–2009 Academic Year



Source of Data: HES Graduate Guide
Survey 2008-09 Academic Year

What's the Problem?

PhD Graduates-Employment
Source:2007-2008 CAPCSD Demographic Survey



- We expect only about **half** (~14) of these graduates will enter academic life
- Projected Faculty openings for CSD in 2008-09 = **102**
- If even 25% of these are in Audiology we are projecting a **~50% shortfall**

Source of Data: HES Graduate Guide Survey 2008-09 Academic Year; 2008-2009 CAPCSD Salary Survey

What are the challenges?

- Recruitment
 - Pipeline
 - In Audiology we now have a 4 year doctoral degree for clinical practice. How do we attract students enrolled in a 4 year doctoral degree to enroll in an **ADDITIONAL** research doctoral degree?



An early experience in research - Grab them before they go!

- **Research Experience**

- In some fields, students have little or no preparation for the dissertation-level research required once they finish course work and complete their qualifying or comprehensive exams. The degree of social interaction characteristic of the sciences, where an apprenticeship model, research teams, and a laboratory setting prevail, can provide a more supportive environment than individual research, with its solitary nature and extended periods without advisor feedback.



Six Promising Practices to Address PhD Completion and Attrition
Adapted From the Council of Graduate Schools PhD Completion Project
(www.phdcompletion.org)



An early experience in research - Grab them before they go!

NIDCD

National Institute on Deafness and Other Communication Disorders

A Network of NIDCD-sponsored Short-Term Research Traineeships for the Emerging Generation of Audiologists

Daniel A. Sklare, PhD
Research Training Officer &
Program Director
Division of Scientific Programs
NIDCD



The Initiative

A Network of NIDCD-supported Short-Term Research Traineeships for AuD Students

- Establish a network of short-term (2-3 month) summer research traineeships for AuD students at hearing research-intensive institutions
- Funded by Ruth L. Kirschstein NRSA Short-Term Institutional Research Training Grants (T35)
- Provide hands-on mentored experience in clinical or translational hearing research
 - Trainees receive stipend of \$1731/mo.
 - Training occurs DURING their AuD program



NIDCD

National Institute on Deafness and Other Communication Disorders

The NIDCD AuD T35 Program

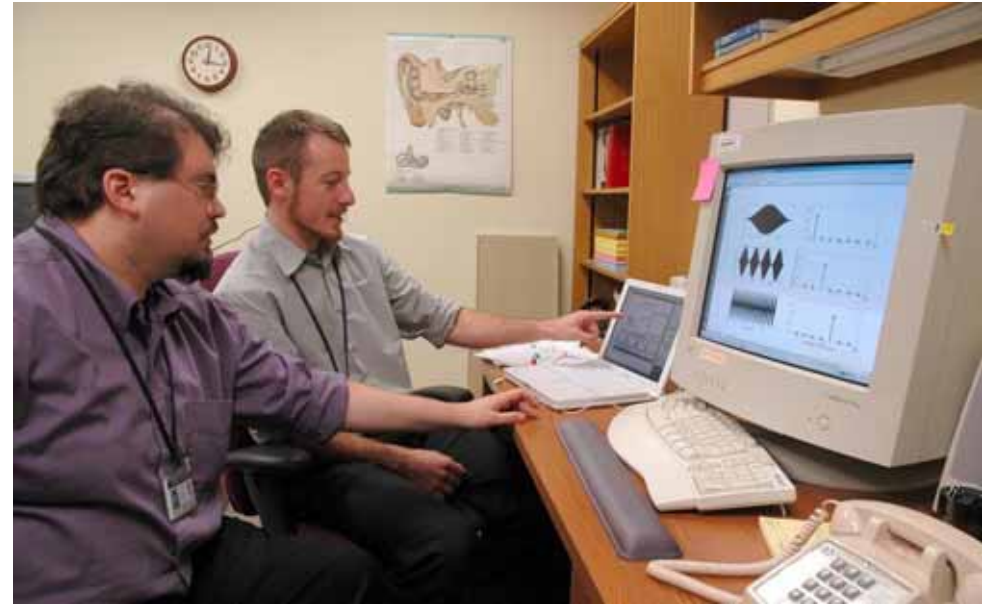
- For FY09, 18 traineeships at four research centers nationwide:
 - Boys Town National Research Hospital; Omaha, NE (*Non-academic research center*)
 - VA National Center for Rehabilitative Auditory Research; Portland, OR (*National VA Center of Excellence*)
 - Vanderbilt University; Nashville, TN (*AuD & PhD Academic Programs*)
 - Washington University School of Medicine; St. Louis, MO (*AuD & PhD Academic Programs*)



NIDCD

National Institute on Deafness and Other Communication Disorders

As of 2010 four trainees have entered PhD Programs and 2 Trainees have taken positions as VA Research Audiologists*



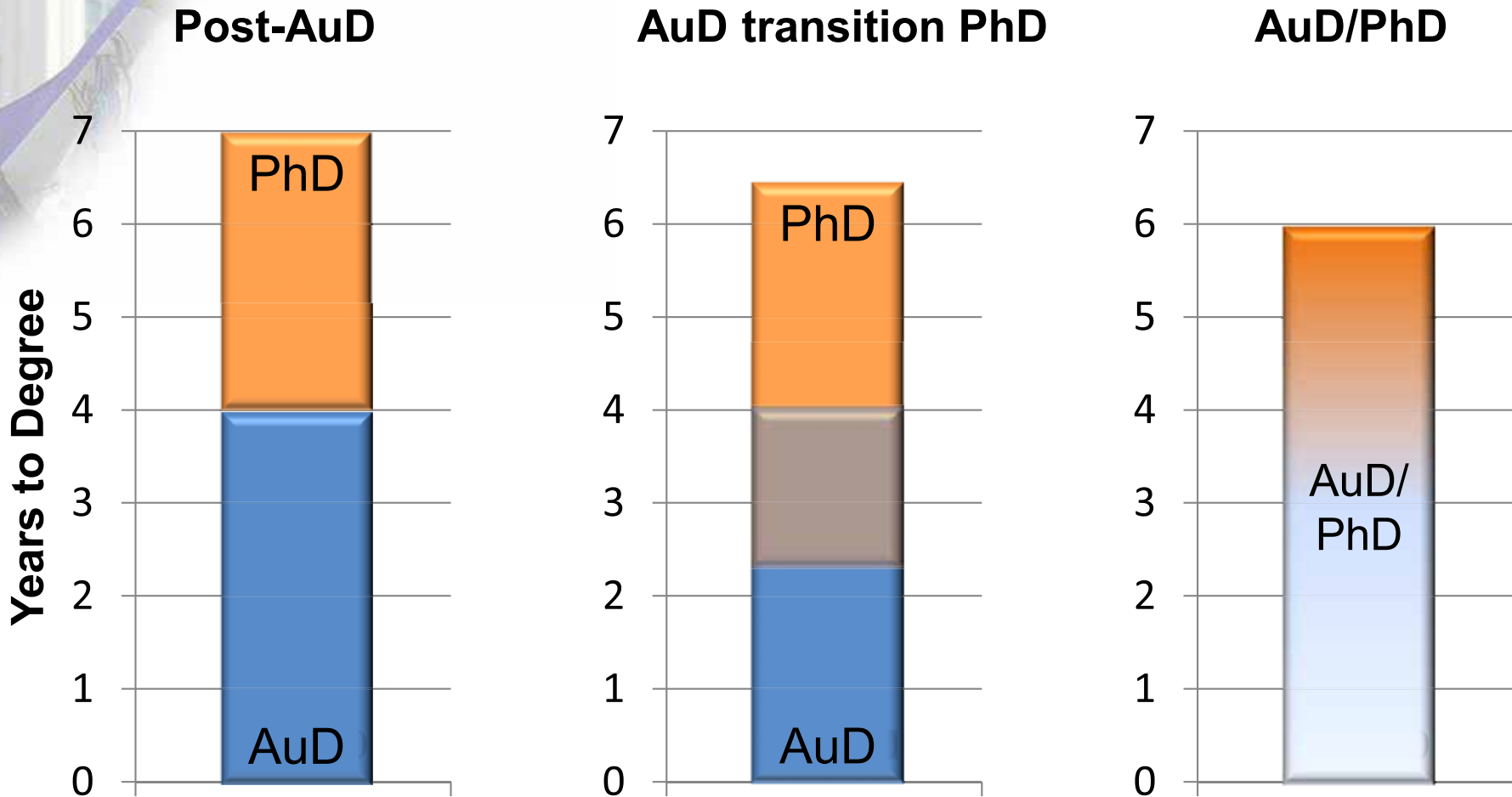
“Research drives and defines a profession.”

*data source CAPCSD 2010 Annual Conference and NIDCD 2009 Council Presentation

Goals of JMU PhD

- Minimize “Years to Degree”
- Maximize flexibility
 - Multiple points of entry
- Natural meshing of AuD research with PhD research

Pathways to the PhD



Success?

- 1 Graduate 2010 AuD transition to PhD
 - Currently Post-doctoral trainee at
Massachusetts Eye and Ear Infirmary
Harvard University
- 1 PhD student enrolled 5 years post-master's degree

Challenges

- Integrating research experience early in program
- Coordinating progression from AuD dissertation to PhD dissertation
- Coordination of graduate funding options (graduated funding levels for masters, AuD and PhD)
- Balancing requirements of accreditation, certification, licensure with requirements of robust research degree
- Meeting the requirements of The Graduate School and regional accreditation standards
- Managing conservative perceptions of “traditional” university graduate faculty (not a watered down PhD degree program)

**Building Capacity for the
Research Doctorate**

**Laurence B. Leonard
Purdue University**

The following suggestions have the aim of assisting in the recruitment of individuals for PhD work who might not otherwise pursue this direction.

The first three suggestions apply to:

The recruitment of individuals who have completed their Masters work and might be working in a clinical position.

Communicate with former Masters students who are working clinically to encourage them to continue to keep PhD work in mind. Check back with them every year or two.

Consider hiring a working clinician for one day per week to engage in research activities in your lab.

Some clinicians have clinical work schedules that will permit this. In this way, the clinician can assess her interest in research before making the greater commitment of enrolling in a PhD program.

Develop clinician-researcher collaborations, where clinicians considering a career change can gain experience with research and possibly then enroll in a PhD program.

The next several suggestions apply to:

The recruitment of students enrolled in Masters programs/AuD programs or undergraduate programs.

Use former PhD students employed in non-PhD granting institutions to encourage talented undergraduates and Masters students to apply to PhD programs.

Try to involve Masters students in a research project to the degree that can earn them the opportunity to be a co-author on the resulting article/publication. Have the student participate in each stage of the process, to gain an appreciation for the entire enterprise.

Encourage Masters students (with financial assistance if possible) to attend and participate in conferences that will allow them to meet and interact with active researchers.

Target capable Masters students who show an active interest in research and offer CF opportunities if they agree to continue on for the PhD.

Recruitment might be more successful if potential recruits can see that the mentor's lab has a mix of advanced and beginning doctoral students. This can foster student-student learning, to supplement mentor-student learning. Opportunities to interact with peers in the lab might be attractive to potential recruits.

At the Masters level, require participation in research projects with lab meetings and short write-ups to assess students' potential as researchers.

Develop a non-clinical track for those talented undergraduates who have interests in research and might not want a clinical career.

Consider recruiting students from other disciplines (e.g., engineering, linguistics, psychology, biology), especially those that emphasize research and for which PhD-level training is the norm.

Develop agreements between universities to enable PhD students to attend more than the degree-awarding institution. This could be done to complement existing strengths and compensate for weaknesses in the program, and could be an important recruitment feature for individuals who must reside in the vicinity of the degree-awarding institution for most of the doctoral period.

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