

**PRESIDENTIAL ADDRESS:
VISIONS AND STRATEGIES BEYOND STANDARDS**

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Good morning and welcome to the 24th Annual Meeting of the Council of Academic Programs in Communication Sciences and Disorders. I am privileged and honored to have served as President of your Association this year and to have the opportunity to work with so many bright and dedicated academic leaders, and leaders of academics, on your behalf. It would be inappropriate, I think, in this time of great international strife to not pause to thank and pray for the safe return from combat of those who are this day in harms way on our behalf.

I have had the pleasure to work with one of the most energetic and dedicated group of individuals one could imagine. The real secret to successful leadership is to surround oneself with the best and the brightest, then get out of the way and let them make you look visionary and productive. That has certainly been the case this year with the members of the Executive Board. I would like to report that you got your monies worth out of each of them for rather than simply executing the specific duties of the office to which they were elected or appointed, they all considered and contributed to the several accomplishments of the Board this year. Each of these individuals is known to you for their work on your behalf but I would ask that you join me in acknowledging their efforts on our behalf this year and ask that each stand and be recognized. First, congratulations on a very challenging job well done to Brooke Hallowell, your Vice President for Development and her committee Bob Novak, Assistant Chair, and Ellen Reuler and, of course, the work of our national office under the leadership of Frances Laven. We have once again set a record for attendance which is always a challenge to

meeting planning and is testimony to the quality of programming and collegiality that we all appreciate defines the Council. This year's program offers a variety of topics that are critical to the future viability of our discipline—the first topic on the doctoral shortage is the result of over a years work by the joint ad Hoc ASHA and CAPCSD committee and obviously addresses a topic that is the life blood of our enterprise. The integration of Academic and Clinical learning environments and the critical “bottom line” funding issues are equally important Issues II and III respectively.

The other members of the Executive Board who will be giving individual reports on their activities at the business meeting: Past President-Mick Hanley; President Elect- John Saxman; Secretary- Harriette Gregg; Treasurer- Mick McNeil; Vice President for Communications- Trish Hargrove who could not be here today due to her Presidential duties to Minnesota; Vice President for Standards and Credentials- John Ferraro (and I might add Co-Director of the AGA—Audiology Golfers Association); Vice President for Research and Academic Development- Jan Ingham. They all deserve your appreciation and to each, a personal note of appreciation for their unselfish dedication to the Council.

In addition, a special thanks to our WEB Master (and unofficial photographer), Maurice Mendel who has done an outstanding job of making the Councils portal to the world attractive and utilitarian. One of our most dedicated Past President's, Elaine McNeice, is well known for her hard work and service to the organization but this year she went overboard in her efforts to “clean up” the archives of the Council and has done an outstanding job in sifting through and making current our ever expanding archive of Council activities. Elaine thanks for your continued dedication and not to mention your work in leading the Honors and Awards committee activities. I would like to acknowledge the presence of several distinguished guests including past presidents of our association, representatives from ASHA, NSSLHA, and AAA and, in particular, Council members who have given time to implement the several initiatives of the Council through their chairing standing and ad hoc committees. The names of these

individuals are on the following slides and please join me in acknowledging their professional contributions.

The State Of The Council

I am happy to report that the State of the Council is very sound and we are well positioned to assume a more proactive role in the affairs of higher education as it affects communications sciences and disorders than perhaps any time in our history. I will end this segment with a few comments pertaining to the necessity for, and our resolve, to assume this role. As you will hear in more detail throughout this meeting from those that provided the direct leadership, we have been busy with several new and continuing initiatives.

COMMUNICATION: Our close and continued excellent communication with the American Speech and Hearing Association has been facilitated for several years by a joint mini Executive Board to Executive Board meeting each year. This meeting typically occurs in January and serves as a mechanism by which we can discuss major initiatives of both organizations and, in particular, those initiatives that affect higher education in general and communication sciences and disorders in particular. These meetings are very beneficial in terms of facilitating open dialogue on matters of import to each organization and are often the springboard for joint efforts of mutual benefit. In view of the positive outcomes of these meetings the Council has also in the past few years established a similar meeting with the American Academy of Audiology and just in the past few weeks held our first joint meeting with the Council of State Association Presidents. As a part of this information exchange and with the goal of joint efforts on behalf of our respective constituents, we have added the AAA and CSAP along with ASHA to present updates at this meeting. In the future, as in the past, I am sure that we may not always agree on all policies and directions of our respective organizations but to the extent that we can find common ground the better the prognosis for success. The CSAP presentation will be included in this opening session and the ASHA and AAA updates will be at the business meeting on Saturday.

CONTINUING INITIATIVES: There are many ongoing activities that will be reported throughout this meeting but I will mention a few that have been a major focus of this years board activities:

(1) Doctoral Shortage: I have already made reference to perhaps one of the most critical issues that continues to be a major concern of the Council and that is the issue of the lack of replenishment of our vital doctoral resources. Our future depends on success in this arena and you will hear a great deal about this issue later this morning. The collaborative work on this issue has been exemplary and the committee has done an outstanding job in developing guidelines and recommendations for addressing the problems. Special thanks to the Kim's squared- Wilcox and Oller, and Jan Ingham for their leadership in this endeavor. Stay tuned for more as the morning progresses.

(2) Political Action Network: Another continuing initiative is the establishment of a national political action network for the Council. Again, with the goal of establishing a more effective communication network from the State level to the Council and visa versa, we have identified State Council liaisons. The State liaison will serve as a major communication link between the council and the State and will work with the Council to develop a political action database of political, academic, and professional leaders. This continues to be a work in progress and we will keep you posted in future reports.

ACCREDITATION/CERTIFICATION: Accreditation and certification issues are always major areas of concern. We have enjoyed a very favorable relationship with the various Councils and Boards of ASHA charges with responsibility in these areas over the years (beyond the major challenge of keeping up with the acronyms changes from ESB to CAA, Standards Council to CFCC, and so forth). We have been invited to participate in

most of the deliberations concerning standards changes. We continue to be invited as not only an observer but as a participant in discussions by both CAA and CFCC and we appreciate this opportunity. The coordination of these activities falls to the Vice President for Credentials and Standards. John Ferraro and John Saxman before him have done an outstanding job keeping us in these very important loops. Occasionally, however, though well intentioned, one or more of these groups implements regulations that may cause some concern to the Council and it becomes necessary in the spirit of collegial guidance for us to express an amicus—a friendly, but unambiguous opinion for the good of the order. We are pleased that often these words are heeded and a certain calm is renewed throughout the land. John will have more comments in his report on Saturday in this regard. In summary, we take very seriously our duty to be advocates for maintaining the public trust through rigorous and appropriate accreditation and certification standards. We equally seek to effect a balance between the need for same and the need to protect ourselves from unwarranted and unnecessary intrusion into the academic environment absent compelling evidence of the benefit on student education and patient care.

New Initiatives

Joint Ad Hoc Committee on Data Management: During the course of the activities of the Joint Ad Hoc Committee on the Doctoral Shortage it became apparent that even with the excellent work that our survey folks and those at ASHA and other professional organization do, there were gaps in the information that would have been helpful. This triggered some discussions on the Executive Board with regard to the observation made by many of us in the Department Chair business, that we were so busy filling out surveys that we did not have time to generate any data upon which to report. In any case, these and other observations led to the proposal for joining forces with ASHA, SID 10, and other interested groups to consider better coordination and possible consolidation of our overall data acquisition and dissemination activities. An Ad Hoc working group was established and has met to discuss these issues. This falls under the responsibility of the Vice President for Research and Development and Jan Ingham

will report on the progress in more detail at the business meeting on Saturday. Can you tell I am giving some promos for that meeting least you be tempted by the lure of the surrounding mountains away from this important event. In any case, I did want to emphasize that in all our discussions so far we have been clear that an important goal will be to develop a plan whereby efficiency of acquisition, a comprehensiveness, and validity of information are paramount; however, due recognition of and accommodation for proprietary interests and association identification will be maintained.

As I hope you can see from the foregoing and will further appreciate as the meeting progresses, the Council is concerned not only with reacting to issues as they may arise but in being proactive in providing the kind of infrastructure that can respond effectively to challenges as they may occur and in establishing sound principles upon which decisions can be made in the future.

Maintaining The Trust—Food For Thought

In considering my comments for today, myriad approaches come to mind. Should I try to entertain?—Not possible. Should I try to create an inspiring and uplifting message to carry us into our deliberations? The academic community is facing some of the toughest times nationwide that it has ever experienced. In almost every state in the country higher education is facing budget cuts, the likes of which have not been seen in my twenty plus years of higher education administrative involvement. I say twenty plus to maintain some ambiguity with regard to my age; however, the amount of gray is making it more and more difficult to obfuscate. In any case, these are indeed serious times. One of the amazing attributes of the human enterprise is that often, when things look the worst, individuals come forth with ideas that sometimes transform our whole way of thinking and new and creative ways of dealing with our challenges emerge. Thus far, I am afraid that we have not heard that voice and the other side of that coin is that times of conflict and challenge provides the opportunity for expedient, often self serving approaches to emerge. In many ways the evolution of the academic programs

in Communication Sciences and Disorders has been a microcosmism of the overall evolution of graduate education in the country.

The graduate education system in the United States has long been recognized as second to none. It is no surprise that throughout history even our foes, including those with whom we are currently in conflict, have sent their sons and daughters to be educated in the United States. Many who are much more erudite on this topic than I have written about the underlying strengths of graduate education in the U.S. but the distinguishing characteristics that are highlighted by almost all is the quality of the faculty, the academic rigor of the academic programs, and the academic integrity. Indeed as indicated by most studies on the topic the top five to ten universities in the world are in the US. However, Martin Anderson in his book *Imposters In the Temple*, points to an erosion in our cherished system and, in particular, an erosion in integrity and academic rigor. Samuel Johnson's comment over 240 year ago that "Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous ..." should be foremost on our minds today. Above all, our graduate institutions and programs should be temples of integrity and should hold to those principles that engender and maintain the highest level of public trust. I am disheartened that there is evidence of a deterioration in that sacred trust in the Academy at large and that we (communication sciences and disorders) may be part and parcel of that process. How so?

While the proliferation of institutions of higher education at the undergraduate level may be understood on a pragmatic basis of the need for a better educated populous to meet the technical demands of today's workplace and on an more epistemological basis for the need in a democratic society of an enlightened electorate, the political decision to have a university in every state senators', if not every state legislators' backyard might be defended on the basis of the foregoing but not so for graduate education. Graduate education should not be driven by the same demands. Graduate education, whether in professional or research degrees, should reflect the highest level of academic integrity and rigor. It is as close to a statistical certainty that

statistics can get, that a proliferation of graduate programs will per force lead to a regression to the mean with regard to the quality of education. I am afraid that we have over the past several years missed a wonderful opportunity for at least one of our professions, that being of course my own-audiology, to stem this tide and to come together to insure that rather than being one more degree in the ever inflating number of degrees in the Academy, a truly exemplary professional degree would be emerge. There are many excellent AuD programs both extant and emerging; however, as long as we continue to define minimal standards based on the lowest common denominator, we will not gain the appropriate public trust that was enjoyed by our predecessors—several of whom we are fortunate enough to have here with us today.

For those of you, in fact the majority of you in the audience today, who are sitting complacently in your comfortable speech-language pathology position wondering if this is going to be yet another instance of the audiology tail wagging the speech-language pathology dog, it is not so. For while that faint beating you hear may be a distant drum, it will be booming ever louder in the not so distant future. The professional doctoral in speech-language pathology is not only coming, it is here. This could be a very good thing but this is more like a full course meal than a hors d'oeuvre in our food for thought exercise. Those that would seek the path of least resistance, that feels that academic degrees are something to be marketed like produce, or who would abrogate the primary stewardship role of faculty in the development of programs of study must not prevail.

So we have seen some existing and potential lemons. How to get to the lemonade is the challenge. Primary in this effort will be your resolve as the intellectual leaders of the discipline. The Council must assume the leadership and assert its rightful advocacy role in all matters affecting the teaching and learning of speech-language pathology and audiology students. We cannot posture above the fray expecting to be untainted by the forces that would sully our temple. We must return to the basic principles that have well served graduate education, in general, and communication sciences and disorders, in particular, over the years. It is interesting that the word elitist is often used as a pejorative by those outside the academy. Webster's

characterizations of groups of persons who by virtue of education exercise influence—the intellectuals of society are not characterizations that should be rejected but embraced and that challenge us to use our intellect and influence to insure our continued high place in the academy and to not, by benign neglect, succumb to those who would embrace a “technical school” approach to graduate education. While there are several important initiatives we need to pursue the following are a few suggestions that are tops on my list.

1. We must continue to replenish the fountain from which all else springs—the research base of our discipline.
2. The Council should provide leadership in developing educational models to accommodate career ladders for clinical faculty.
3. The Council should articulate quality indicators of Ph.D. programs.
4. The Council should articulate quality indicators of professional doctoral programs and minimal academic and clinical resources.
5. The Council should articulate minimal undergraduate academic science background knowledge for entry into graduate study in both speech-language pathology and audiology.
6. The Council should reassert both the epistemological and pragmatic rationale for embracing the essential relationship between speech-language pathology and audiology under the umbrella of communication sciences and disorders. Communication is the common element that distinguishes and solidifies this relationship above all others.

I realize that these are not easy tasks and that there would be considerable debate and differences of opinion with regard to the outcomes. I also know that there are many other equally important initiatives that could be addressed but what in my opinion is most important is that we do not abrogate our responsibility for academic leadership and that we indeed exercise our role as leaders of academics.

As Martin Anderson points out in his *Impostors in the Temple*, education is often considered to be a process. It is not a process but rather the result of the process---the process is teaching and learning and an education is what comes of it.