

PRESIDENTIAL ADDRESS

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It is the tradition of the Council that the President be given a short bit of time in the annual conference program to provide a personal perspective on the Council and the discipline. While I have the reputation of being a rebel, I will honor that tradition and I will try to be as brief as possible so that we can get on to the wonderful program that Colleen O'Rourke and her committee have put together for us.

In linguistics we draw a distinction between competence and performance. A native speaker can know what a particular rule or constraint is but nevertheless either fails to produce the grammatical structure associated with that rule or fails to understand a string of words that are generated by that rule. What those of us that do psycholinguistics try to understand is what the performance factors are that account for the fact that a competence model alone is not sufficient.

I would like you to entertain the possibility that academic programs find themselves in a similar competence/performance bind. Through a natural evolution of our curricula with significant input from accreditation and certification entities we have collectively identified what we think the requisites are to making a good clinician in audiology or speech-language pathology; that is our competence model. But just as a native speaker of English fails to be able to correctly parse the grammatical sentence 'the horse raced past the barn fell' or a doubly embedded sentence like 'the oyster the oyster the oyster split split split' because of performance limitations arising from limits on attention and default parsing strategies, we in academic programs may fail because of limitations on our resources not because we don't know what a good balanced curriculum should look like for our undergraduate, clinical training and Ph.D. programs.

At this time when academic institutions in the United States are facing the challenges of increasingly shrinking state and federal support, departments and programs in audiology and speech-language pathology that were always expensive propositions to begin with are now at even greater risk. As we strive to meet the standards that have been developed for our clinical training programs we find ourselves collectively with fewer resources to direct to our undergraduate and Ph.D. programs. This is a very slippery slope because those undergraduate programs are a major pipeline to our other programs and the Ph.D. programs generate the teachers and scholars that the discipline needs to survive. No one has identified that untapped resource, our arctic oil reserve, which will allow us to adequately balance our multiple educational missions.

This is not the first time American academia has faced such challenges. I also don't believe that our choices are limited to finding a 'sugar daddy' or making significant cuts in our programs. What I discovered ten years ago when I attended my first CAPCSD meeting as a then new program director was that this organization more than any other offered me and the discipline something to help identify a rational path to addressing the mounting challenges. First and foremost I discovered that my problems were not unique and that some of our colleagues had developed ingenious strategies for dealing with the most vexing issues. The networking that the Council meetings afford far outweighs the hassles of traveling to warm and beautiful settings. The formal sessions have focused on the issues we, the academic programs, have identified as most important. The free and sometimes heated exchanges have illuminated potentials that may not have been apparent to most of us. The surveys generated by the Council have over the years provided me with invaluable data to convince our university administration that to achieve excellence, resources would need to be reallocated to us. What I learned from the Council helped me to succeed in making significant gains in enlarging the number of tenure track and clinical track faculty, and on bringing our clinics and labs up to twenty-first century standards. It also helped me learn how to manage difficult faculty (yes even

at Iowa!) and strike a balance in resource allocation across clinic and laboratory as well as across audiology and speech-language pathology. What my tenure on the executive board has taught me is that what makes for the Council's success and what makes it the valuable resource to academic programs is the massive dedication and generous volunteerism of the members. I continue to be awed by the willingness of program directors, clinic directors as well as the faculty of our member programs to take on responsibilities on top of their already full schedules. We owe a huge thanks to the countless individuals who have year in and year out stepped up to the plate.

There are a lot of activities and initiatives that the executive board and the Council committees and task forces have been engaged in this past year. Some of these activities have arisen out of partnerships with ASHA and AAA. To name just a few;

1) We are embarking on a joint venture with ASHA to make it easier for us to produce the demographic and salary surveys that so many of us have found useful. At the business meeting you will hear about what you can expect to get in future CAPCSD reports. Let me make a gentle plea that the quality of those reports is in the end a function of your willingness to contribute to them by completing the surveys we distribute. So please when you receive the next request to complete a survey for us take the time and respond. When this system is launched this coming fall, you will hopefully see a reduction in requests for information and an increase in the accuracy of the data and a more timely dissemination of reports.

2) We are partnering with ASHA and AAA on an exciting venture to more systematically attract young people to our field by sponsoring awards for students doing projects on communication sciences and disorders at local and regional science fairs. Building the bridge between academic programs and kids before they even get to college will help us attract the 'best and the brightest'.

3) I like many of you have been concerned about the shortage of Ph.D.s in the pipeline to replenish some of us aging teachers and scholars. Again partnering with ASHA and AAA we

are planning to hold the first Summer Institute in CSD for Ph.D. students in the summer of 2007. This will enable Ph.D. students from around the country to come together on a single campus and take courses taught by some of our most pre-eminent colleagues. This initiative will help us share resources that should enhance the educational experience of Ph.D. students and also help build enduring relationships among the new cohort of teacher/scholars. I look forward to hosting the first institute at the University of Iowa.

4) We worked with ASHA and AAA on the very successful Audiology Summit II that brought clinical educators and clinical service providers together to share ideas about enhancing clinical education in audiology in the context of the new AuD standards and changes in third party payment for clinical services. At our request a planning committee has begun working with ASHA on a similar summit meeting to tackle issues of importance in speech-language pathology.

Last year I made some remarks about the concern I share with many of you about the nature of the dialog about accreditation and certification issues in audiology. I noted that the tone of the discourse on the future of audiology and audiology training in the United States is as heated and perhaps sometimes as non-productive as the discourse between the neoconservatives and the progressives in the political arena. In the war between the republicans and the democrats it is not a struggle between those with values and those without values but rather a battle of how values are framed. It seemed to some of us that the struggle between ASHA and AAA was less about what makes a good audiologist than about who should be setting the standards and evaluating their implementation. Academic programs have found themselves caught in the crossfire. To protect academic programs from the negative impact of potentially contradictory reviews, the Council board invited AAA, ASHA, CAA and ACAE to come together at a facilitated meeting to explore where they had agreements and disagreements with regard to program accreditation in Audiology. I was very heartened by the collegiality of those deliberations and all four organizations have agreed to take the next step

and come to a second meeting where collaboration rather than competition would be the focus. We hope to host that second meeting fairly soon and we will share the outcome with you.

When I started my term as department chair, I was told by a more seasoned program director that running a department was sometimes as hard as herding cats. When I started my involvement on the Council board, I discovered that working on behalf of academic programs required a whole new set of skills that included diplomacy of the sort those of you with more than one child have probably also mastered.

I have found this past year to be interesting, challenging and rewarding. Some of you may have heard that two weeks ago Iowa City was hit by a tornado and that my house was in its path. I was moved by the extreme generosity of total strangers who just showed up to help us clear the mess and help us start the repairs and in some case rebuilding. As I reflect on the challenges facing academic programs today, I am struck by a similar generosity and commitment to the repairs academic programs have to undertake to survive in these challenging times. It is that commitment that gives me hope to be optimistic. I thank you collectively for your willingness to engage in a collegial approach to our shared problems and for continuing to make this meeting more meaningful and beneficial. I also want to thank the members of the executive board and especially Colleen O'Rourke, Frances Laven and the conference committee for making sure that all the big and the little details are attended to.

There are many things still on our collective plate. We have the opportunity to discuss a number of those things at this meeting and I am confident that we will continue to make progress under Julie Masterson's able leadership next year.