

**CAPCSD Board of Directors**  
**GoToMeeting Approved Minutes**  
**November 20, 2020**

**Board of Directors Present:** Carol Dudding (*President*); Ann Eddins (*Past-President*); Michael Bamdad (*President Elect*); Vikram Dayalu (*VP for Academic Affairs & Research Education*); Elaine Mormer (*VP for Clinical Education Resource Development*); Kathy Shapley (*Treasurer*); Jayne Brandel (*Secretary*); Tricia Montgomery (*VP for Program Resource Development*); Mark DeRuiter (*Ad Hoc VP for Professional Development*); Jennifer Simpson (*VP for Strategic Initiatives*)

**Board of Directors Not Present:** Jennifer Taylor (*VP for Organizational Advancement*)

**CAPCSD Staff Present:** Deborah Ortiz (*Executive Director*); Ned Campbell (*Director of Meetings & Continuing Education*); Megan Woods (*Director of Centralized Admissions*)

**Meeting Start:** 11:00 a.m. Nov. 20, 2020 **Meeting End:** Nov. 20, 2020

**I. President – Dudding**

- a. Welcome
  - i. Carol presented Ann with her Past-President pin and thanked her for her service to CAPCSD.
- b. Fall Business Meeting
  - i. The meeting will be recorded and emailed to members December 1<sup>st</sup>.
  - ii. Please update the slides in Dropbox and provide Carol a note that your section is completed.
- c. Agenda for joint meeting with ASHA
  - i. The meeting is scheduled for 3pm EST on Dec. 9<sup>th</sup>. Please review and add additional agenda items by the end of the day.
- d. Resolution
  - i. Two resolutions have been received.
    1. Timeline for the final year of the AuD
    2. Diversity, Equity, and Inclusion
- e. Reminder about committee work
  - i. Check in with committees to see about progress.
  - ii. Feedback from committees indicates there is a large interest in surveys and work from staff to ensure resources are being utilized wisely. If there is need for financial assistance/resources, please communicate with Presidents so they can allocate as appropriate.

**II. Secretary – Brandel**

- a. Approval of minutes (Oct. 20, 2020)
  - i. Motion to approve, second: Passed 10-0-0 (check that number)
- b. Discussion for strategic planning
  - i. Discussion about

1. Member survey to learn from programs what priorities are.
    - a. Proposal to ensure that a list of current activities/priorities is included for feedback from programs to see what they want/need from CAPCSD.
    - b. Having the outside facilitator be included in the survey process to ensure the responses are useful.
  2. Options for process for strategic planning were presented with (1) outside group/agency to facilitate the process or (2) having an individual within CAPCSD to facilitate the process.
- ii. Next Steps:
1. Will proceed with obtaining a quote from an outside agency to facilitate.
  2. Additional ideas for outside agencies should be sent to Jayne ASAP so quotes could also be included in the identification process.

### **III.VP Program Resource Development – Montgomery & Campbell**

- a. 2020 conference updates
  - i. 94 submissions including 34 posters, 49 1-hour, 11 1.5 hour and 80% of the invited presenters have confirmed.
  - ii. Cadmium cost came in lower
- b. Recommendations for sponsorships (conference, eLearning, and webpage)
  - i. Conference sponsorships will start in January on website.
  - ii. As proceed about sponsorships, there will be a need for staff allocations to monitor the implementation, development, oversight, etc. to manage the sponsorship process.
    1. Need to develop a plan as to how manage the sponsorships given the extension into multiple areas (e.g., webinars, media committee, modules, conference, etc.).
    2. General consensus to approach initial advertisements as extra income and monitor amount of work associated with the activities to inform future decisions about

### **IV. Staff Updates – Ortiz and Campbell**

- a. JMS Staff updates
  - i. Code of Conduct Policy is in place and ready to be implemented. See below.
- b. Refund Policy
  - i. Different events will have different policies based on the event. General differences are that in-person conferences require higher cancellation fee as compared to other conferences (virtual, live webinars, etc.). There is a significant financial impact of a cancellation related to hotel, food, etc. for in-person conferences. Specific proposed policies are in Appendix A.

1. Motion to approve the refund/cancellation policy as presented. Second. Approved 10-0-0
- c. Leadership Academy is proceeding virtually. 15 have confirmed, 1 pending, and 5 yet to confirm.

#### **V.President Elect – Bamdad**

- a. CSD Education Survey
  - i.Participation was up this year to 90% (300/331 completed and submitted).
  - ii. There was a technology issue, but it appeared to not impact participation.

#### **VI.VP Strategic Initiatives – Simpson**

- a. AuD 4<sup>th</sup> year/Membership Committee response from last meeting
  - i. There was a resolution to develop a committee to standardize the AuD Final Year process. (See Appendix A)
    1. Motion to reject the resolution because of repetition with ongoing work (see VI.a.1.a) related to the AuD Final Year process was made, seconded. Approved 10-0-0
- b. Update on member survey
  - i. Survey will be put on hold to allow inclusion of some questions related to the Strategic Planning process.

#### **VII.Treasurer – Shapley**

- a. Treasurer's report
  - i. Checking - \$46,756
  - ii. Savings - \$406,108
    1. Just transferred \$90,000 to checking (and not yet posted in the above total in VII.1.i)
- b. Final audit report and recommendations
  - i. Final report has been received and all turned out well.
  - ii. Suggestions made were (1) to develop an investment policy to ensure consistency on acceptable risks, (2) to develop a gift acceptance policy to guide gifts and educate Board and staff about issues triggered by different types of gifts (e.g., what gifts the Board will and will not accept, how gifts like real estate, stocks would be handled), and (3) to develop a whistle blower policy (a written whistle blower policy that would be distributed to all members of the organization). These would become part of the Policies and Procedures.
    1. Plan is for Kathy to develop these and present to the Board. Priority for the investment policy and may be facilitated with the external strategic planning process.
- c. Transfer of funds to Fidelity
  - i. The board agreed to transfer of \$100,000 to the Fidelity account.

- d. Recommendation for Fiscal Advisory Committee
  - i. Proposal to initiate a Fiscal Advisory Committee (Appendix B)
    - 1. Request for revisions:
      - i. Request more details on “deliverables” and the committee makeup.
    - 2. Revisions will be discussed at the next Board meeting.

#### **VIII. Past President – Eddins**

- a. Update on Board Nominations and Honors and Awards
  - i. Honors and Awards - No submissions yet. Board was encouraged to reflect on potential nominees.
  - ii. Board Nominations – Looking for nominations for Secretary and President Elect. Two secretary nominations. No nominations for President Elect currently.

#### **IX. VP for Organizational Advancement – Woods Provided Taylor’s Report**

- a. CSDCAS Updates
  - i. No new programs since last meeting.
  - ii. Increase in 27% in applicants and 28% in applications. The numbers are still small because the largest portion of applications are submitted after Thanksgiving.
  - iii. Committee is moving along and joined in NSSLHA webinar talking about CSDCAS.
  - iv. Some webinars were recorded and will be posted soon.
  - v. Recruitment committee is working and contacting counselors at high schools.
- b. Privacy Policy
  - i. Review of contracts indicates that CAPCSD owns the data and is broad enough between Liaison and CAPCSD. Recommending that there is an updated release statement that clarifies how CAPCSD will be using their data. So, annual reports are okay to be shared and users have been notified to share their data so this year’s report can be developed.
- c. Task force on Diversity, Equity, and Inclusion Committee
  - i. Members have all accepted and are in the process of scheduling the first meeting.
- d. Resolution concerning systemic racism, exclusion, and inequity in speech, language and hearing accreditation standards, curricula, pedagogy, and clinical practices (Appendix C)
  - i. Discussion regarding the Discussion, Equity, and Inclusion Committee and need to integrate the committee’s mission with the ideas and thoughts of the
  - ii. Tabled until Diversity, Equity, and Inclusion Committee can provide input.

## **X.VP Academic Affairs and Research Education – Dayalu**

- a. Update on scholarship applications
  - i. Scholarship applications are similar in number to last year.
  - ii. 45 PhD applications were received, which is an increase from last year. CAPCSD can award up to eight (8) PhD scholarships.
- b. No CAA information to report. Waiting for November meeting.
- c. Academic Affairs Board (ASHA) is working on moving the CSD Science Teaching Symposium online in the spring of 2021. This event was cancelled in spring 2020.
- d. IPE/IPP blog
  - i. Link to blog is posted and the committee is working to get the conversations going.

## **XI.VP Clinical Education Resource Development – Mormer**

- a. Updates on transition to new Learning Management System
  - i. 4 different courses (including 5 modules) have been transferred to new system and ASHA has been reviewing and approving. Course 1 (Modules 1 through 5) is done and approved with new navigation instructions. ASHA links are broken because ASHA website addresses had changed. These should be fixed by Monday, Nov. 23.
    - 1. Soft rollout of Module 1 next week (Nov. 23 and 24).
  - ii. Course 2 has finished committee revisions and is getting ready for ASHA review after the committee revisions are completed. It should be to ASHA on Monday, Nov. 23.
  - iii. Course 3 is done and ready for the committee to review after ASHA links are checked.
  - iv. Course 4 is ready to be started through the transition.
- b. Promotional email to CAPCSD programs and prior users from other platform to let them know of the reopening of Course 1.
- c. Ideas for revenue generation/cost reduction. These will be part of the discussion as we strategic plan.
  - i. Avenues to consider.
    - 1. Digital Badging System – This could be utilized for webinars as well. Anything in CE could be badged. There is a large upfront expense, and the change would include a great deal of staff time. If the decision to change to Badge was made, resources would need to be allocated to this.
      - a. General agreement to do with the webinars initially. The badge (credential) would need to be marketed to have them become a desire to have this certification after a specified number of webinars are completed on a topic or in an area.
    - 2. Selling Sponsorships to Modules or Courses – The audience is different than the digital badging system and would be a different audience than our typical group (e.g., clinical professional vs. academics).

3. Selling email list – Have a database of emails for persons who have taken the courses.
- d. CFCC Meeting
  - i. Considering the requirement to have a new requirement for CEs related to cultural competence.

## **XII.VP Professional Development – DeRuiter**

- a. Webinars
  - i. Updates
    1. Upcoming webinars (Live)
      - a. Difficult Conversations – Dec. 15
      - b. Ethics in Audiology – December
    2. Upcoming webinars (Asynchronous)
      - a. After conference session topics
        - i. Interviews
        - ii. Creating an inclusive atmosphere for diverse students
        - iii. IPE/IPP
      - b. In development are: (not being included in conference)
        - i. Clinic budget
        - ii. Clinical workload
  - ii. Platform discussion about using Zoom Webinar was explored but no benefit in the transfer and would increase staff time a great deal. Plan is to stay with GoToWebinar because if we move to Zoom Webinar, we lose the GoToMeeting platform. Will revisit this topic when the contract is ready for renewal.
  - iii. Webinar Committee responsibilities
- b. Distant Ed Committee
  - i. Committee is charged to examine the issues associated with distance education, minus of COVID. What are programs going to do after COVID? Are programs going to want to start developing online programs or will they move face-to-face programs to more online courses. Question they are exploring:
    1. What are programs doing for distance education now and in the future?
  - ii. Will do a survey to explore what people's perceptions of distance education in January. This will also inform the White Paper they are to be writing.
- c. Looking to address the issue of ADA Compliance with the webinars. This is being explored and needs to be added to the winter agenda.

## **XIII.Executive Session**

Respectfully submitted,

Jayne Brandel

## Appendix A

### **AuD 4<sup>th</sup> Year Residency Resolution**

Whereas the Externship process for AuD programs is currently wrought with challenges for students and universities due to differences in application processes, application deadlines, expense to students to travel to a range of interviews and more. Due to the wide range in application deadlines the process can start in August and for some not end until January/February.

Whereas there have been multiple discussions and/or tasks forces through AAA, ASHA, and CAPCSD about the topic that have identified the concerns. However, conversation has not led to action.

Whereas CAPCSD is a logical organization to lead the action as a neutral party representing academic programs.

Whereas if changes to the process come from a *unified* academic program level, externship sites are more likely to be in agreement in a change in the process that could make their jobs easier as well.

Whereas the framework in place for CSDCAS may prove a helpful starting point.

Resolved:

It is resolved that for the reasons stated above, CAPCSD form the necessary committee to outline AND implement the steps towards revising the externship process, with appropriate organizational support. This is to include but is not limited to gaining input and buy-in from the necessary stakeholders, developing the necessary technological infrastructure, and initial implementation and revision of the plan.

Sponsored by:

Erica J. Williams, PhD, CCC-A, Arizona State University

Jennifer L. Smart, PhD, CCC-A, Grand Valley State University

## Appendix B

New Initiative/Project Proposal for Ad Hoc Financial Advisory Committee

**Date:** 11/13/2020

**Name(s):** Kathy L. Shapley, Ann Eddins

**Board Position(s):** Shapley – Treasurer; Eddins- Past President

**Committee:** None

**Title:** Formation of a Financial Advisory Committee

**Background (include relevant policies or past projects/practices):** CAPCSD's annual income is over 1.2 million dollars. The accounting firm that completed our 2020 audit report recommended the organization develop policies regarding investments. CAPCSD previously had a Financial Advisory committee to provide consultation to the Treasurer and Board of Directors on financial matters, but due to limited activity, that group was dissolved.

**Purpose Statement and Description (include fit with CAPCSD's mission and current strategic plan):**

Reconstitution of Financial Advisory Committee fits directly with CAPCSD's mission and vision, and with goals in the 2018-2021 strategic plan. Specifically:

**CAPCSD MISSION:** Our mission is to promote quality, accessibility and innovation in Communication Sciences and Disorders in higher education by supporting the highest standards in pedagogy, clinical education and research.

**Implementation Plan (list activities/steps and estimated timeline):**

1. Create an ad-hoc Financial Advisory Group consisting of three members with a specific charge and list of deliverables by May 30, 2021.
2. Appoint the committee members by January 30, 2021: a chair, and a minimum of 2 members with specified terms.
3. The committee will determine a sequence and timeline for the deliverables and submit to the CAPCSD Board of Directors for approval by December 31, 2020, with the goal of having some policies ready to review by the Board of Directors by April 30, 2021.

**Estimated Budget (provide costs such as breakdown for face-to-face meeting expenses, additional JMS support, and outside services):**

- No face-to-face meeting expenses are anticipated.
- Zoom meeting will be used to conduct the work.
- No additional time will be needed from JMS.
- Proposed policies will be reviewed by JMS and BOD during regularly scheduled board meetings.

***Estimated Volunteer Support (Include essential expertise needed and workload estimate):*** Essential expertise would be that each member of the committee would have some experience with financial/investing management. Ideally, individuals who have served on financial planning committee for other membership organizations i.e., ASHA etc. would be helpful. At least 1 member of the committee would be involved in a graduate program. Workload estimate will be determined based on the charge to the committee, but will likely include 1 hour per month for a Zoom call while resources are in development, plus possibly a maximum of 10 hours per month during the resource development period. The work should be completed by March 15, 2021.

***Evaluation Plan (include proposed measurement of the short- and long-term benefits for the membership and CSD education).*** The work of the committee would be measured by the delivery of policies and recommendations for the BOD to review.

Recommendation for Motion for Approval:

Note: This section will be completed by CAPCSD's Secretary and attached to the minutes.

Action Taken (check all that apply):

- Approval (outline rationale here)
- Request for more information (list here)
- Request for revisions (list here)
  - Request more details on "deliverables" and the outcomes of the committee be shared at the next Board agenda.
- Not Approved (outline rationale here):



**Title:** Resolution concerning systemic racism, exclusion, and inequity in speech, language and hearing accreditation standards, curricula, pedagogy, and clinical practices

**Whereas** the United States is at a critical political, social, and cultural juncture where conscientious citizens, including those who are speech, language and hearing scientists and clinicians, are making efforts to abolish racism, and all forms of systemic exclusion and inequity occurring in the country and in our professions.

**Whereas** these systemic and institutional forms of racism, exclusion and inequity are meted out particularly toward People of Color and other groups with intersecting identities who are marginalized in speech, language and hearing sciences.

**Whereas** race, racism, white privilege and patriarchy are increasingly recognized as significant barriers to culturally responsive and culturally sustaining education and training within professional associations and communities (such as the American Psychological Association, American Nursing Association).

**Whereas** the lack of diversity in the speech, language and hearing sciences impacts and leads to racialized and ineffective health care and education disparities.

**Whereas** the American Speech-Language-Hearing Association's (ASHA) goal I. s "to increase Diversity/Equity/Inclusion (DEI) within the Association and the discipline as demonstrated through the development of the strategic pathway and objectives."

(<https://www.asha.org/about/strategic-pathway/>)

**Whereas** the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) does not have a goal for increasing Diversity, Equity or Inclusion within its association as demonstrated by the absence of such language on its website and printed materials (vision, mission, and core values statements and strategic plan 2018 - 2021).

**Whereas** ASHA and other governing bodies of speech language and hearing scientists and clinicians including CAPCSD, CAA (Council on Academic Accreditation) and the CFCC (Council for Clinical Certification) utilize language and pedagogical practices that are outdated such as the concepts of *diversity* and cultural *competence* rather than culturally responsive or culturally sustaining practices (Alim & Paris, 2017; Ladson-Billings, 1994, 1995; Paris, 2012), and social justice (Hammond, 2015).

**Whereas** there have been increases in the representation of "minoritized" groups without the increase in supportive, inclusive and equitable environments within the disciplines' professional networks.

**Whereas** these systemic forms of racism, exclusion and inequity occur consistently in university programs of speech, language, and hearing sciences or communication sciences and disorders, through the omissions of *epistemological models* of research and practice that are responsive to the cultures, languages, perspectives and ethics of people of color (Hyter & Salas-Provence, 2019).

**Whereas** these systemic forms of racism, exclusion and inequity occur in the pedagogical practices of instructors and clinical supervisors who work in fields of which racist structures and practices are predominant and whose work within those contexts may perpetuate racial inequities and trauma (Comas-Diaz et al., 2019).

**Whereas** these systemic forms of racism, exclusion and inequity are embedded in the language of accreditation, standards and policies that define practices in the field.

**Whereas** best practices call for deliberate and specific pedagogy and curricula through the combination of a core course *and* the infusion model and most SLHS programs report using

curricular infusion only (56%). Only 31% of programs offer a specific course plus curricular infusion (Stockman et al., 2008).

**Whereas** these systemic forms of racism, exclusion and inequity within university programs of speech, language, and hearing sciences include *microaggressions* causing psychological, emotional harm to students, faculty, instructors and clinicians who identify as people of color, as well as harms the individuals and families with whom we partner in their care (Sue, 2010).

**Whereas** these systemic forms of racism, exclusion, and inequity have existed in various forms from the inception of the fields of speech, language and hearing sciences; and there are currently only 3.5% Black or African American members of ASHA

(<https://www.asha.org/siteassets/uploadedfiles/2019-Member-Counts.pdf>), and there is documented evidence of members' increased alienation in the field (Fuse & Bergan, 2018; Ginsberg, 2018)

**Be it resolved that CAPCSD will**

- partner with scholars across disciplinary boundaries especially those with a focus on critical race studies, clinicians, students and community members from underrepresented groups with demonstrated expertise in culturally and linguistically responsive, equitable, social justice work to critically analyze, revise, documents guiding clinical practice in order to eliminate systemically racist and discriminatory practices from our field.
- write a position statement *against* systemic racism in collaboration with the above-named partners, that promotes equity, inclusion and social justice in the professions, and includes action steps that academic programs and partner institutions should take to make their programs more equitable, just, and inclusive.
- work with partner institutions (ASHA CAA, and CFCC) to critically evaluate curricula, accreditation and admissions standards from a social justice lens in order to promote the success and engagement of BIPOC (Black, Indigenous, and People of Color) students from all cultural, ethnic, linguistic, national, economic, and gender communities.
- develop an academy to educate CSD programs on how to monitor academic programs to implement the above changes.
- work with departments to help align people's values with their actions, as is done in white accountability groups in some organizations (Graves & Bethel, 2020) (<https://ncrc.org/white-accountability-health-equity/>)

This resolution is sponsored by *the Speech, Language, Hearing Scientists Equity Action Collective* (note names of the Equity Action Collective members are listed by last name alpha order)

RaMonda Horton, Ph.D., CCC-SLP  
Yvette D. Hyter, Ph.D., CCC-SLP, ASHA Fellow  
Valerie E. Johnson, Ph.D., CCC-SLP  
Reem Khamis-Dakwar, Ph.D., CCC-SLP  
Maria L. Muñoz, Ph.D., CCC-SLP  
Benjamin Munson, Ph.D., ASHA Fellow

Brandi L. Newkirk-Turner, Ph.D., CCC-SLP

Betty Yu, Ph.D., CCC-SLP

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